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Abstract

The following guidelines for establishing cooperative school programs are presented: investigating local needs, informing the public, selecting the coordinator, confering with the counselor, explaining the program to school personnel, informing and involving parents, surveying on-campus and off-campus training, and establishing the evaluation committee and the responsibility of school personnel. The characteristics and job description of the vocational adjustment coordinator are discussed along with his duties of supervising job training and placement and of utilizing community resources. His responsibilities in the classroom, in counseling, in record keeping, and in suggested activities throughout the year are considered. The duties of the vocational rehabilitation counselor are also listed. A revised state rehabilitation program involving the administrative organization and the purpose is described. Appendixes include state and local agencies to be investigated, national agencies which provide information, suggested curriculum materials, graduation requirements, and professional organizations; sample forms are provided. (JM)

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GUIDELINES FOR...

COOPERATIVE SCHOOL PROGRAM

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This book is dedicated to all handicapped students in the State of Texas who have provided inspiration for the

COOPERATIVE SCHOOL PROGRAM

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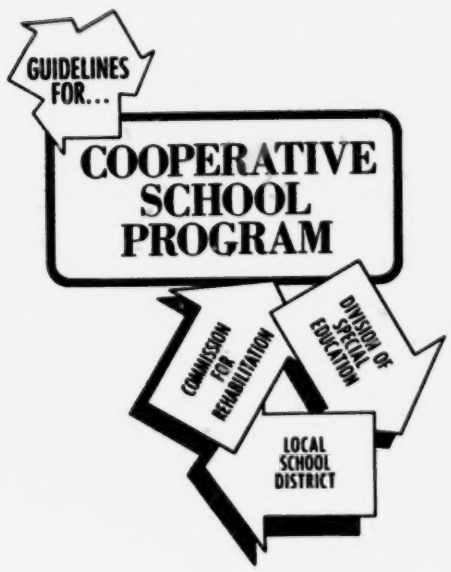
GUIDELINES

for a

COOPERATIVE SCHOOL PROGRAM

Education - Habilitation



Suggested guidelines for developing a secondary school-work program for

HANDICAPPED YOUTH

in the local community

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FOREWORD

The liaison between the Division of Special Education, the Division of Vocational Rehabilitation, and the public schools since 1962 in the State of Texas has been quite successful. Many of the actual factors responsible for this success are yet to be discovered, but could stem in part from the fact that the purposes and philosophies of all concerned are parallel. A second factor might be the manner in which persons designated to coordinate efforts carried out their duties and responsibilities. As the program was implemented and moved forward, these persons known as the Vocational Adjustment Coordinator (VAC) and the Vocational Rehabilitation Counselor (VRC) amazingly proceeded and made great progress with very little information available to them. The information contained herein has been provided by those who pioneered the program and is an attempt to fill this information void. This publication will pertain primarily to the work of the VAC since he is the educational portion of the program. It is also an attempt to acquaint all secondary schools with services available for handicapped students and to promote continued COOPERATION between the VAC and the VRC in their efforts toward comprehensive planning for their student-clients.

Since FLEXIBILITY *is the foundation of the* COOPERATIVE SCHOOL PROGRAM, *it is not the intent of this publication to provide the answers to all questions, but to set forth common guidelines and examples which can serve the professional persons involved in the program.*

DEFINITIONS

Cooperative School Program (Work-Study Program)

A program specifically designed for the secondary level in public schools to provide, on an organized and systematic basis, educational rehabilitation services to eligible handicapped students.

Cooperative Agreement

The contract which is signed by the Division of Special Education, the Commission for Rehabilitation, and the local school district in initiating the Cooperative School Program.

Vocational Adjustment Coordinator (VAC)

A special education teacher at the high school level whose responsibility for one half or more of the school day is to perform the vocational rehabilitation function for the program designed for handicapped students.

Commission for Rehabilitation

The agency established by law to render services to persons who have mental, physical, emotional, or social handicaps, in an attempt to restore them to their vocational potential.

Vocational Rehabilitation Counselor (VRC)

The person assigned to administer rehabilitation services to designated handicapped persons. A Rehabilitation Counselor will be assigned to a specific school to supervise rehabilitation program operations when the Cooperative School Program is initiated.

Rehabilitation

A term used to describe services applied toward the restoration of handicapped persons.

Habilitation

Usually applied in connection with persons who have never achieved vocational proficiency.

Handicapped Students

Those students so different in mental, physical, or social characteristics that special educational habilitation provisions must be made for them.

Placement Committee

A committee composed of not less than three professional persons (primarily school personnel) whose duty is to study evaluative information on each student in order to make recommendations for proper placement, and to make periodic reassessments of each student.

Evaluation Committee

This committee will be concerned only with those students in the Cooperative School Program and may consist, in part, of members from the Placement Committee. The director/supervisor of the special program, as well as the Vocational Adjustment Coordinator and the Rehabilitation Counselor should serve on this committee. They will evaluate and re-evaluate students within the program, make decisions concerning students ready for off-campus training, and decide what students are eligible for graduation.

Student-Client

A special education student who has been declared eligible for rehabilitation services by the Commission for Rehabilitation and who will be supervised by both the Vocational Adjustment Coordinator and the Rehabilitation Counselor throughout his program.

Work-Up

A term which covers procedure for obtaining all possible information on a student-client. It will include all information from the Placement Committee as well as information gained through home visits, student and parent counseling, information regarding the student's academic and vocational potential and prognosis.

On-Campus Training

Work stations established directly on-campus or nearby for those students on Levels IV, V, VI, required by the Texas Education Agency as part of the pre-vocational training program for the purpose of simulating actual work conditions prior to off-campus placement.

Training Stations

Specific job assignments off-campus used for the purpose of providing on-the-job work training and evaluation. Students may, or may not, become regular employees at the end of the training period. If not, regular employment must be provided elsewhere.

Training Fee

Funds paid to employers by the Commission for Rehabilitation to train students. Placement is subject to all requirements of the Commission, and funds authorized by the Rehabilitation Counselor.

Wage and Hour Exemption (Handicapped Worker Permit)

The minimum wage act exempts from coverage those handicapped students under 21 years of age who are clients of the Rehabilitation Commission and who are participating in a Cooperative School-Work Program.

THE

COOPERATIVE

SCHOOL PROGRAM

ESTABLISHING THE COOPERATIVE SCHOOL PROGRAM

INVESTIGATING. Before a school district applies for participation in the "Co-operative Program," a careful investigation of the feasibility of the program in that particular district should be made.

FIRST, can the district meet the minimum requirements for approval of a rehabilitation unit through the Special Education Division as stated in the **State Plan for Special Education**?

The minimum requirements are: (1) a sufficient number of students 16 years of age and above to warrant establishment of such a program; (2) a certified Vocational Adjustment Coordinator; (3) adequate classroom facilities; (4) other necessary teaching equipment as set forth by the Texas Education Agency.

SECOND, can the district meet the minimum requirements for approval by the Texas Commission for Rehabilitation?

The minimum requirements are: (1) students must have a physical or mental disability; (2) the physical or mental disability must constitute a vocational handicap; (3) students must be of employable age at the time of completion of student-client's individually written plan; (4) a reasonable expectation that student-clients will be able to engage in remunerative employment; (5) services to be provided are such as would come within the nature and scope of the Texas Rehabilitation Plan.

Further legal information is available from the Texas Education Agency-Division of Special Education and the Texas Commission for Rehabilitation. After a careful investigation of all legal requirements has been completed, a Local Plan for organization and administration of such a program should be developed and submitted. Upon request from a superintendent, consultative services are available from the Texas Education Agency-Division of Special Education and from the Commission for Rehabilitation.

INFORMING THE PUBLIC AND LOCAL BUSINESSES. Since the successful beginning and continued operation of the program will depend upon the acceptance of the program by the community, it is imperative that citizens and business people be made aware of the establishment, function, and purpose of the work-study program. It will be to the advantage of the school district to request a meeting of business people who can provide training facilities for handicapped students. Administrators and rehabilitation representatives should attend meetings of civic clubs, parents, school personnel, and business and professional people to develop good public relations. Simple brochures may be prepared to distribute at such meetings to provide further information. During meetings with prospective employers, simple questionnaires may be used to obtain information regarding the types of training each could provide, age restrictions, the number of students they might be willing to train, and special tools required. Excellent brochures which explain the program positively and comprehensively are available from state and local organizations. (See appendix)

SELECTING THE VOCATIONAL ADJUSTMENT COORDINATOR. The Vocational Adjustment Coordinator should be selected as soon as the school district is assured

of participation in the Cooperative Program. This will enable the VAC to assist in the establishment of the program; to become acquainted with the public through the informative meetings; to meet with parents and students; and to investigate necessary curriculum needs, facilities, and possible on-campus training stations. The position of Vocational Adjustment Coordinator is subject to the qualifications and standards which apply to all certified professional personnel of the school system. In addition to this, he must have a Texas Special Education Teacher's certificate. On the date of publication of this guidebook, there are no other legal requirements; however, it appears that certain characteristics, traits, and knowledge would be most advantageous to the person holding this position. These are discussed in detail in Section II.

CONFERRING WITH THE VOCATIONAL REHABILITATION COUNSELOR. The Rehabilitation Counselor should be included in all initial planning. At this point the team spirit and exchange of ideas should begin to develop. All information regarding the policies of the school district and knowledge of the business community should be reviewed. The counselor should explain forms which are required by the Commission for Vocational Rehabilitation and which must be maintained on each student-client. Regularly scheduled meetings should be established. Methods of operation, procedure, and communication should be mutually formulated within the framework of the State department's legal and financial boundaries. The VAC should make arrangements to introduce the VRC to employer contacts in order to explain his participation in the program. This is the beginning of the actual operation of the Cooperative School Program, and will play a considerable part in its ultimate success.

EXPLAINING TO SCHOOL PERSONNEL. The Vocational Adjustment Coordinator and the Vocational Rehabilitation Counselor should seize every opportunity to explain the program to local school district personnel; yet they must exercise every caution to avoid becoming objectionable. They should not overlook the custodial help, the cafeteria workers, nor the janitorial employees, for among these are the supervisors of many good on-campus training stations. Without the support of these and others, the program will have minimal chance of success. Acceptance of the work-study program by local school administrators can have a significant effect on the overall progress.

INFORMING AND INVOLVING PARENTS. Parent cooperation is one of the prime factors in the success of the program. It is the responsibility of the Vocational Adjustment Coordinator, with the help of the Vocational Rehabilitation Counselor, to counsel the parents regarding the realistic educational potential of each student. Experienced VAC's believe that an informative home visit is a significant factor (explained in detail in Section II). Formation of parent groups with periodic meetings will be of great benefit to the total program. Parents should also be urged to participate in local and state organizations concerned with the welfare of handicapped individuals. (See appendix)

SURVEYING ON-CAMPUS OR PRE-VOCATIONAL TRAINING. On-campus training is an integral and valuable part of the total program and is vital in providing pre-

vocational training. As soon as possible, the VAC should make a survey of potential on-campus training stations. The types of training will be determined by the size of the school, the layout of the campus, the willingness of building administrators to assist in the program, and the nearness to other school facilities. It will be the duty of the VAC to ascertain that every potential supervisor of a student thoroughly understands the training and expectations for that position and for each individual student. Some possibilities are: school offices, libraries, shipping and receiving departments, gymnasiums, nurses' offices, printing offices, transportation sections, audio-visual departments, as well as many others. The possibilities are boundless and in most cases need only to be discovered by the VAC. A full description of on-campus training is provided in **Guidelines for Program Development, Special Education, Volume I.**

OFF-CAMPUS TRAINING OR EMPLOYMENT. When more than one educator is involved in the work-study program, a "team" approach can be of great value. The other special teachers in the secondary program will be able to assist the VAC in the evaluation of students and in providing proper curriculum needs. They may even supervise on-campus training when the VAC's duties call him elsewhere. The off-campus training and employment is the sole responsibility of the Vocational Adjustment Coordinator and the Vocational Rehabilitation counselor, and for this reason, these particular duties are explained in detail in Section II.

ESTABLISHING THE EVALUATION COMMITTEE. As a student progresses through the work-study program, it is advantageous to periodically re-assess his goals and potentials. Since the Placement Committee for the Department of Special Education is usually over-loaded, an evaluation committee might be established particularly for the purpose of assisting the VAC and the VRC to evaluate and to make decisions regarding the secondary students. Some members of the Placement Committee may wish to serve on the evaluation committee, or it might be comprised of other school personnel. However, members should be chosen from among those persons who best know the students. The committee could meet regularly or when the need arises. It might serve to decide such matters as, which students are ready for off-campus placement, or which students have met graduation requirements. Such a committee will be of great value to the VAC and to the total program.

ESTABLISHING THE RESPONSIBILITY OF SCHOOL PERSONNEL. In initiating and maintaining a program at the high school level, the Director of the Special Education Department has the same responsibility as for the development and supervision of programs at lower levels. He must provide space, equipment, supplies, teachers, assignment of students, and curriculum supervision, all with the prior approval of the superintendent and the full cooperation of the building principal. The Director will staff his high school program with well-selected, qualified Vocational Adjustment Coordinators (one or more as needed) whose time will be divided between the classroom and the community. In larger districts, one VAC may be made chairman of the department with the Director holding him responsible for the program. His duties will include placement and supervision of eligible students on jobs. In some districts

where space is not available on the high school campus, the Director may operate his entire secondary program on a junior high campus. In this case, eligible students at age sixteen (approximately) will be taken from the top classes for placement on jobs in the school-work program; this program being operated by the VAC's in cooperation with the Vocational Rehabilitation Counselors as applicable. The Director will also serve on the Evaluating Committee for the unit.

"The Principal will be charged with the administration of the Cooperative School Program. He will coordinate existing services within the school district between the local district and the Vocational Rehabilitation Office. He will also coordinate services within the local school district such as: recreational activities, attendance, and disciplinary regulations. He will arrange for housing of the program, regulate working hours in compliance with school policy, provide access to school records and school evaluations, provide building maintenance, custodial help, utilities, and general consultative assistance as needed."[1] The Principal may also serve on the Evaluating Committee for the unit and may act as intermediary for placing special students into regular classes where feasible.

The Registrar (or person in charge of maintaining records) shall be charged with keeping and making available permanent records and transcripts regarding curriculum for each student in the Cooperative School Program. In cooperation with the Principal, the Director of Special Education, and the VAC, he should devise a method for recording systematically the progress of all special students and for reporting to parents.

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[1] A Cooperative Agreement Between the Division of Special Education, The Texas Commission for Rehabilitation, and the Independent School District. Revised 1969.

THE COOPERATIVE SCHOOL PROGRAM

Suggested Plan for Bridging the Gap from School to Employment

I. JUNIOR HIGH SETTING

Special Classes and Regular Classes
(Depending on Individual Student Needs)

An Introduction to Vocational Training
(Usually on the School Campus)

Supervised by the VAC or Special Teacher

Vocationally Orientated Class Work

VAC will refer students to Rehabilitation Counselor when they reach age 15 (approx.)

Ages 13 and 16*
(Levels III & IV)

II. SENIOR HIGH SETTING

Special Class with Intensified Vocational Emphasis Taught by VAC or Special Teacher

Students Integrated into Regular Classes when Feasible
(According to capability)

"On-the-Job" Apprentice Type Training Supervised by VAC and VRC

Include Students in all School Activities when Possible

Ages 15 - 21*
(Levels V, VI, VII)

III. TRAINED ADULT

In most instances, graduation and closure from Rehabilitation rolls will occur simultaneously.

Employment and/or additional training after High School Graduation supervised by Rehabilitation Counselor

May return to Vocational Rehabilitation for help at anytime in the future

17 years and over

VOCATIONAL ADJUSTMENT COORDINATOR

CHARACTERISTICS

The Vocational Adjustment Coordinator is a person who is sophisticated in special education and adept in many other ancillary occupations. The duties of his potion will require that he use all his knowledge as a special education teacher as well as his talents in public relations, salesmanship, judgement, and other attributes to accomplish the many facets of his position. It would be hard to detect a single profile of the "how" and the "why" of a successful Vocational Adjustment Coordinator. Each VAC is successful in his individual way. However, there appears to be three important factors underlying the make-up of most successful VAC's. These appear to be: (1) they have a sincere desire to work with handicapped people, (2) they are willing to give of themselves above and beyond the call of duty, and (3) they have a flair for the acceptable unusual.

In carrying out his daily duties, the VAC will be required to assume many roles: personal counselor, coordinator of people and agencies, community engineer, expediter, clerk, among others. He is often required to switch quickly from one role to another in order to bring all agencies together for full utilization for his student. If he is successful, he justly deserves the name *ADJUSTMENT COORDINATOR*. He must have a variety of skills, experiences, and knowledges at his disposal. A knowledge of community resources and facilities is a necessity. He should have the personality to deal directly with key personnel in these resources, and he should be able to secure their full support. Adaptability and flexibility are requisites in any situation in order to be at ease with persons from all walks of life. He will need to be an alert person to develop creative, imaginative approaches, and certainly must be capable of developing a philosophy which is the product of his own thinking, training, and experience.

The VAC must function as a member of many different teams. This school-oriented person will need to adjust to the policies, purposes, and objectives of the Commission for Rehabilitation as well as to those of his own district, and to employers and business standards. Since performing his duties well entails much freedom of movement, the VAC must be able to organize his work efficiently and to budget his time wisely. As a salesman of human worth and dignity, the competent VAC shares some of the characteristics of all successful salesmen plus several traits which are peculiarly his own. Among those characteristics are understanding, a sense of pride in his accomplishments, moral stability, patient persuasiveness after the tenth first cup of coffee, the sense of humor necessary to cope with a 2:00 A.M. telephone call, enthusiasm for work, a certain amount of conservatism, and physical stamina.

Some of these requirements are inherent, and others may be acquired. Almost any special education teacher who possesses the three prime requirements and a few of the others will enjoy the challenge presented by the position of Vocational Adjustment Coordinator.

JOB DESCRIPTION

"A Vocational Adjustment Coordinator is a special education teacher at the high school level whose responsibility for one half or more of the school day is to perform the Vocational Rehabilitation function of the special education program. Units for Vocational Adjustment Coordinators are initially approved for nine months (175 teaching days) and are allocated by T.E.A. formula as a teacher unit. Such units may be extended to ten months (195 teaching days) or eleven months (215 teaching days) when a minimum of eight (8) pupils are on job training stations and/or supervised employment stations, when the Vocational Adjustment Coordinator is scheduled for more than half the day for performing the rehabilitation function, and the school district has entered into a formal agreement with the Division of Special Education and the Commission for Rehabilitation for the establishment and operation of a vocational adjustment facility. Continuance of units for ten or eleven months shall be based on data submitted by the superintendent and the report of the Rehabilitation Counselor assigned to the school district. The provision for additional instructional services shall be made in the Local Plan or supplement thereto, presented with the original application for approval for such services."[1]

In establishing the Cooperative School Program, flexibility is necessary in designing and applying suitable procedures in each particular locale in the state, in each particular school district, and in each particular high school setting. Highly structured organizational plans are impractical. Any policy which attempts to set forth rigid operational procedures for the work-study program will only serve to strangle it. Each Local Plan should provide for horizontal and vertical development based on realistic goals stemming from specific needs. Certainly this highly individualistic program should not be a watered down version of the regular curriculum!

Of course, the Vocational Adjustment Coordinator will have duties other than those connected with the rehabilitation process. It is obvious, however, that the program's potential cannot be realized if the VAC is assigned more than the legal number of students per day permitted by law, or is assigned too many on-campus duties. The formula for pupil load is provided in the **State Plan for Special Education**. Mileage expense for the VAC will be provided by the Commission for Rehabilitation as described by formula. A detailed description of job duties and responsibilities follow.

[1] State Plan for Special Education, Texas Education Agency, Austin, Texas, March, 1968.

LOCATING AND SUPERVISING JOB TRAINING AND PLACEMENT

METHODS OF LOCATING JOBS FOR STUDENTS. Securing Vocational Adjustment opportunities and keeping his student-clients employed are the primary concerns of the Vocational Adjustment Coordinator. Early in his career the VAC is likely to conclude that his most important and rewarding functions are also the most difficult to perform; nevertheless, he will soon learn that arranging for good jobs and training stations is crucial to the success of the program. The ideas and suggestions presented in this section reflect the actual experiences of many Vocational Adjustment Coordinators in Texas. It is hoped that new VAC's will be able to profit from what veteran VAC's have learned through trial and error. A word of caution, however, is in order: the new VAC should consider carefully the characteristics and needs of **his** particular school district, and **his** particular community before making decisions. No doubt, the new VAC will be able to appropriate some of the ideas suggested here without change. Others he may wish to modify, while still others will not apply to his particular situation.

EMPLOYMENT AND JOB OPPORTUNITIES IN THE COMMUNITY. One of the first duties of the new VAC is to become as familiar with his community as he is with his school campus or even the car in which he will spend much of his time. Potential jobs are available in such places as the service station or grocery store he passes daily – jobs which may be ideal for either a training station or for permanent employment. Job opportunities are everywhere: at the movie, the restaurant, the drug store, or even the church. The obvious places are only the beginning. Some students will be able to function effectively in more complex situations. To provide these students with the opportunities they need, the VAC must investigate the job possibilities of factories, laundries, automobile companies, hotels, government agencies, and innumerable other places. Potential job placements can be found in the most unexpected places!

Can a VAC learn enough about the available employment opportunities without taking the time to do his own investigating? It is doubtful if any source in the community could provide all the information a VAC will need. Hence, the VAC should be prepared to burn endless tanks of gasoline and to engage in countless friendly chats over coffee with employers in his most convincing manner. Each VAC must devise his own methods for knowing local employers and their businesses. He must learn to exercise caution in order not to become a nuisance, and he must not assume that what works with one employer will work with another. Analyzing each situation carefully and applying common-sense rules will probably be his "standbys." For example, eight o'clock on Monday morning is probably not the best time to approach a plant manager. Allow him time to organize his day's work and see him when he can relax for a few minutes. Another example, nasty weather is no reason to hibernate in the office. This might be the ideal time to talk with the grocery store manager or downtown businesses.

The VAC should use every opportunity to investigate potential job stations, regardless of whether he has a student immediately available for the particular situ-

ation. Such initial contacts may be thought of as employer "indoctrination." By maintaining a card file on these contacts, the VAC will have a backlog of information readily available regarding possible job stations in the community.

Compiled from a recent survey, the following is a list of jobs of various types which have been held by handicapped students throughout Texas. Certainly the list is not complete. Rather it is an overview of jobs which could possibly exist in any community. Each locale is an entity which contains a unique array of job opportunities ready to be surveyed by the Vocational Adjustment Coordinator and the Rehabilitation Counselor.

Aide Work:

Day Care Worker
Hospital-Supply Worker
Laboratory Messenger
Orderly
Nurse's Aide

Automotive:

Auto Mechanic or Helper
Car Lot Attendant
Paint and Body Worker
Service Station Attendant
Tire Recapping
Parts Department (warehouse)

Construction:

Highway Maintenance Helper
Laborer
Truck Driver

Domestic and Maintenance:

Custodian
Grounds Keeper
Landscaping Helper
Maid: Domestic, Institutional, or Beauty Shop

Factory and Plant:

Assembly Worker
Bottler or Stacker
Foundry, Mill, Gin or Grain Elevator Worker
Labeler or Packager
Trimmer

Foods:

Bakery Helper
Busboy or Busgirl
Candy Maker or Packer

Continued –

Foods continued –

Cook or Cook's Helper
Counter Girl
Dishwasher
Fountain Helper
Hospital Dietary Aide
Tray Girl
Waiter or Waitress
Wholesale Food Preparation

Government Agencies:

Post Office
Social Security Office
Companies holding government contracts
V.A. Hospitals
Military Institutions
Federal Aviation Administration
Soil Conservation Service
General Services Administration

Miscellaneous:

Agricultural Worker
Deckhand
Delivery Boy
Floral Worker
Goodwill Industries
Sanitation Worker
Shoeshine or Shoe Repairman
Theater Usher
Snack Bar
Veterinarian Attendant
Zoo

Office:

Custodial
File Clerk
General Office Worker
Messenger

(Continued on next page–)

Retail:

Cashier
Gift Wrapper
Sacker
Sales Clerk
Shipping Clerk Helper
Stockworker

Trades:

Bricklayer's Helper
Carpenter's Helper
Electrician's Helper
Floor or Tile Setter
Furniture Refinisher
Plumber's Helper
Printer's Helper
Welder

Needless to say, it would be impossible to tell a Vocational Adjustment Coordinator specifically how to locate employment for each of the students he must place. He may, however, wish to try some of the methods which other VAC's have found useful. It has already been stressed that the VAC's most important duty is to locate and get acquainted with the local business concerns as soon as possible. He should spend ample time familiarizing each employer with the Cooperative School Program and its benefits, not only to the student and to the community, but to the employer himself. The VAC may find it necessary to go back more than once. Brochures which he might leave explaining the Local Plan for the Cooperative School Program, or those which are provided by the national and state organizations, could be of value. In addition to leaving explanatory literature, he should leave personal business cards giving his school address and telephone number with each prospective employer. Whether or not the VAC will want to give out his home telephone number will be a matter of his own choice, but it is strongly recommended that he establish some means of immediate communication. Emergencies can arise which will require "after hours" communication.

If the employer does not have an opening at the time of the interview, it is possible that he may know of another employer who may have an opening or who may be interested in knowing about the program. If no job is available at this interview, the VAC should be sure to make a note in the card file to follow up such leads at an opportune time. If the VAC does a good job of selling; the employer, himself, will become a salesman for the program as well as serving as an excellent source of job leads. The VAC will find that this is even more true if the employer has previously employed a handicapped student who has performed successfully.

The VAC should acquaint as many people as possible with the Cooperative School Program. He will be astonished at the leads which personal friends, business contacts, and parents will be able to furnish. The VAC should take advantage of every opportunity to explain his program to civic and service clubs, for many of these people not only will be able to furnish job leads, but also can offer much additional assistance. A word of caution: The VAC must be careful not to let his zeal in promoting his program make him a bore.

Employment ads in the newspaper are available to the VAC as well as "help wanted" signs in windows of business concerns. The VAC should be alert to the opening of new businesses in the community in order to contact the owners, even before opening dates. Much useful information may be obtained by being alert to such notices in the local newspaper and by watching the building permits section. Many large compa-

nies use public employment offices to do their hiring, so this source of jobs should be kept under constant scrutiny. The Texas Employment Commission is a prime source of information. In addition to knowing of new businesses in the community, this office may be of assistance in numerous other ways. T.E.C. personnel, however, will need to have the Local Plan for the Cooperative School Program carefully explained to them in order to become familiar with the type of students in the program available for employment. They will then be able to assist in placing students and will also be able to provide certain testing and other services for handicapped students.

The Vocational Rehabilitation Counselor is another excellent source of aid for referrals in student placement. The VRC operates in a wider field than the VAC and usually has much knowledge regarding both large and small businesses in the area. Since he is familiar with most job opportunities, he can offer valuable advice as to the feasibility of placing students on certain jobs.

Regardless of the methods used in locating jobs, the efforts of the VAC will be far more productive if he is energetic and consistent in his approach. There will be times when none of the above approaches will result in a job placement for a certain student. In this event, the VAC should re-assess the situation, go back through his card file, and discuss the problem with the VRC and others in related work. If still no solution is forthcoming, the VAC should further exercise his ingenuity and common sense to secure a job for his student-client.

JOB PLACEMENT PROBLEMS OF VAC's. There are certain common areas of concern related to job placement or keeping a student on a job which seem to occur in most localities. VAC's throughout the State have indicated in a recent survey that their problems center around some of the following:

- Competition from other types of vocational placement
- Dissatisfaction of student with wage paid
- Employers who do not understand or accept student's handicap
- Finding adequate part-time employment
- Insufficient local industry
- Lack of parental cooperation
- Minimum age requirements for some jobs
- Occasional exploitation of students by employers
- Students without interests or saleable abilities
- Transportation difficulties of students
- Unreasonable parental demands regarding placement
- Unrealistic matching of job and student-client by the VAC and VRC

While realistic, persistent counseling may overcome some of these, only ingenious substitutions may be the answer to others. Many of these problems can be cir-

cumvented or alleviated by prior insightful planning and counseling.

SUPERVISING AND EVALUATING STUDENTS ON JOB PLACEMENT. Once a student has been placed for either employment or training purposes, the VAC must keep in close touch with the job situation in order to extend the student's potential for holding the job. This will involve constant evaluation of the situation and adequate counseling with the student and supervisor. Handicapped students are easily frustrated and are frequently inclined to walk away from jobs simply because a small problem appears insurmountable to them. Hence, the VAC must be sensitive to the problems encountered by his students and should be readily accessible at all times.

Each VAC should devise methods for keeping an up-to-date check on the student's progress. The school district will require some written evaluation of each student for the records. These forms and records will be discussed in greater detail in the section entitled "Record Keeping." Such methods of recording the characteristics of each student can never be stressed too much, as they provide realistic feedback and evaluation and are extremely valuable for counseling sessions with the student, employers, and parents. They will also provide curriculum content to the student's program.

Although written evaluations are essential, probably the best method of evaluating an employed student is personal observation by the VAC. The VAC needs to see how his student performs under work conditions. Techniques and opportunities for observing students on the job will be determined by many factors, and the VAC will probably need to use as many techniques as he has students placed on jobs. Some VAC's prefer to schedule a definite appointment with the employer, while others prefer to observe without the student's being aware of his presence. Regardless of whether the observation is planned or impromptu, VAC observation of the student on the job is still the best method for evaluating a student's work adjustment and for helping him to remain employed. In the event that the observation period reveals cause for counseling with the student, the VAC should follow up as soon as a conference period can be arranged.

COMMON REASONS WHY STUDENTS LOSE THEIR JOBS. When a VAC has spent time and energy in locating a job, it is frustrating to have a student quit or be fired. Here are some typical reasons for job losses:

- Bad parental influence
- Bad environment
- Improper grooming, or bad appearance
- Failure to complete job assignments
- Inability to follow instructions
- Inability to handle the work assignment
- Inability to get along with co-workers or supervisors

Continued –

- Inability to work without close supervision
- Inappropriate job placement by the VAC
- Irresponsibility
- Lack of communication with employer
- Lack of regular transportation to the job
- Laziness
- Loss of interest in the job
- Desire for higher pay (beyond capabilities)
- Tardiness
- Unexcused absenteeism

It is not enough for the VAC to know why a student loses a job; he must do everything possible to prevent such occurences. Should a student lose a job for any reason, the VAC should make a realistic, objective study of the causes for the loss. First of all, the VAC should examine himself to see if he was in any way to blame. Should he have studied the demands of the job itself more carefully before placing a student on it? Did he remember to take stock of the student's handicap in relation to the job environment to see if they were compatible? Was he always available in time of crises, however trivial? Did he see that the student was exposed to every area of pertinent vocational training possible while still in the classroom? Were the parents counseled and informed? Did he explore every possibility to provide transportation?

After the VAC has taken a good look at himself, he may begin to look for other reasons why the student lost the job, and then do everything possible to prevent a recurrence. The failure of any student should be carefully analyzed in order to avoid repeating the same mistakes.

SUMMARY OF GUIDELINES FOR SUCCESSFUL JOB PLACEMENT. Through his own experiences, the VAC usually soon becomes alert to possible sensitive areas in his profession. Many have determined that a successful VAC should: (1) be diplomatic in dealing with parents, but remember to be realistic about the student's potential; (2) be flexible in making job placement – it is sometimes best to move a student even if the VAC must admit the placement was his own poor judgment; (3) be geared for some failures, for total placement success is not possible; (4) know students as thoroughly as possible in order that neither too much nor too little will be expected of them; (5) maintain a positive attitude toward the program and the students at all times; (6) maintain close communication and cooperation with the Vocational Rehabilitation Counselor and with other VAC's for help and moral support; (7) maintain good relations with the business community; (8) avoid becoming emotionally involved with the student's personal problems; (9) explain the program patiently and as often as necessary to parents, employers, school personnel, and others to promote understanding; (10) spend enough time supervising students on jobs and on training stations to make success likely; (11) devise some method of hearing about problems immediately as they arise.

INVESTIGATION AND UTILIZATION OF COMMUNITY RESOURCES

The Vocational Adjustment Coordinator will be associated much more closely with each of his students than will regular teachers on a high school campus. When the special student reaches the secondary level, the VAC will begin to prepare him for placement on the rehabilitation rolls. This preparation will begin with the securing of a Social Security number and will end when the student is ready for graduation. As the student progresses through the pre-vocational program, the VAC will always be in the background, learning his characteristics, planning his program, working with the Rehabilitation Counselor to provide necessary training, and becoming familiar with his home environment. As the student matures, the VAC will learn more about him, and, during the final stages of the school program, he and the VRC will be able to utilize all the information in making a vocational evaluation to determine suitable off-campus placement. The position of the Vocational Adjustment Coordinator may be likened to a wagon wheel with the VAC and student standing in the middle and such persons as parents, special teachers, regular teachers, employers, administrators, Rehabilitation Counselor, and others revolving around. So long as the student remains in the program, the VAC must be a buffer between him and the others. He will be the key disseminator of pertinent information regarding the program to all these people; therefore, much planning and forethought must be given to any statement made to any of them. The VAC will find himself in the position of the salesman, and all others, including the parents, will be the buyers. However, there are primary differences between the ordinary salesman and the VAC: (1) the product to be sold, and (2) the rewards to be gained. At the same time, the VAC has two advantages over the ordinary salesman: (1) nothing could be more inspiring than to be vendor of human values, and (2) there is not monetary equal of the rewards to be found in assisting human beings to become members of the productive society to which they belong. Assuming then that one of the roles of the VAC will be that of salesman, he may adopt many of the rules of good salesmanship. It is said that there are no basic rules of salesmanship, but there are many which have been tried and proven. One unfailing rule is to "know the product." Always know more than is necessary. What then should a VAC learn regarding his responsibility toward the students? First, he should know everything there is to know concerning the program. He should study the **Plan for the Cooperative School Program, The Texas Plan for Special Education, The Local Plan,** curriculum guides, and any other materials relating to a school-work program which are available. He should know not only his own program, but also those of a vocational nature related to it. He should be able to explain his program and its benefits at a moment's notice. The second important category of knowledge is that concerning students, as a whole and individually. The VAC will need to study the over-all characteristics of students with whom he will be dealing, and within this range, will need to know the individual traits of each student. Although there is much literature available, and certainly this should be explored, there is nothing which can take the place of personal contact and observation of a student.

Much of the time, having all the "extra" information available will not be neces-

sary to accomplish the purpose, but it will serve to build enthusiasm and courage; and the VAC will have the satisfaction of becoming an expert. It will build confidence in speaking before a group or in talking with a lone employer. The only salesman who fears a question is the one who does not know the answer. In order to make sure he will be regarded as an expert and not a peddler, the VAC should know when to *STOP TALKING.* Armed will all his knowledge, proper dress, toothpaste, gargles, deodorants (as would any salesman), the Vocational Adjustment Coordinator will be able to *THINK POSITIVELY* and to put the wheels in motion.

CAMPUS. The VAC's homebase, the school campus, is a constant source of new recruits into the army of supporters for the entire Cooperative School Program. He should, with expertise, enlist administrators, special and regular teachers, coaches, office employees, librarians, cafeteria staff, custodial workers, as well as regular students. If properly approached, these persons will most likely foster the program as a whole, and will become the key to successful on-campus training stations. The VAC should take care to explain patiently the benefits of the program to each.

PERSONAL ACQUAINTANCES. Personal acquaintances provide another opportunity for expanding the spokes of the program in the community. The VAC's own professional organizations as well as those of his friends can be a great asset, for they not only can provide job-training stations, but can also spread the information. The doctor, the dentist, the pastor, and lifelong friends who now own their own businesses or who might be employed in supervisory positions with the city, county, or State, should never be overlooked. Many of these persons, if offered the opportunity, will exhibit a sincere desire to assist individuals. However, great caution should be used to avoid becoming a bore while in the company of friends, and to avoid imposing upon the generosity of friends.

COMMUNITY. Once the VAC has explored the realm of all persons he or his friends could possibly know, he should then begin with the unknown. This may be accomplished by using the survey method, and the territory to be surveyed may be as wide as there is transportation available for students. Information concerning businesses may be obtained from resources such as the city directory and the Chamber of Commerce. The VAC should know as much as possible about each business and each employer before making the initial contact. He should know the rush hours, busiest days, types of business, and when the boss will be in his office, if possible. He can find out all this by keeping his eyes and ears open and by asking questions. The VAC should remember that selecting the employer or supervisor to continue the final phases of the student's training is as important as selecting a teacher for the public school campus. Once the VAC has decided to contact an employer, he will have to decide whether to make a formal appointment or just to appear at the door. If he is contacting a large concern, he may have to get past the secretary, and this will require an ad-

ditional analysis of the situation. Once again, knowledge of his program might be the selling point, for being able to state the purpose in a clear, concise manner while smiling and showing appreciation, might just open the door. Many times the name of a school district might be the magic word, but if it is impossible to get in through the secretary, the VAC should be ingenious and think of ways to go around.

Once in the presence of the employer, the selling begins in earnest. Good rapport must be established through good human relations and personality. In making the initial contact, the VAC should never start with an apology, for this puts him on the defensive. A better approach is the *POSITIVE ONE* – but it must have the preparation to back it up. If at all possible, suggestions should be ready as to job stations within the business, but the employer should be allowed to make suggestions also. The VAC should be prepared to answer objections effectively. For example: should the employer say that he will lose time in working with slow-learners, then explanation of end results and benefits of having reliable students could be stressed.

It will be an advantage to have knowledge of child labor laws, wage and hour standards, and insurance requirements, but this must be the latest information available, for these are constantly changing. The Rehabilitation Counselor will be able to furnish much of this. The VAC should show genuine interest in the employer's business and may want to ask for brochures to help prepare the students for placement. Even though the VAC may know much about the employer's competitors, he should be wary of passing around information. He should always be honest, and never misrepresent a student or the program. However it is not necessary to volunteer irrelevant information. Once a pleased employer has been gained, he should be enlisted to help, for he will be a great asset in working with other employers. He may consent to letting his name be used, to making speeches, or to allowing prospective employers to call him. One satisfied employer may multiply tenfold.

The VAC should tactfully let it be known that he is available for speeches at civic, service, and professional organizations, and he should be so well prepared and enthusiastic that he will be invited a second time. He should have speeches prepared and ready to glance over at a moment's notice, but he should be certain that the talk suits the particular group. Slides, films, and printed materials may serve to enrich the presentation. The VAC will be wise to include the Vocational Rehabilitation Counselor who will be able to offer much additional information and to lend support. Once again, the VAC should be prepared with more information than he will actually need. Being properly prepared, he will have courage and show enthusiasm and feel that he has the right to relay this important information to the group. He will be able to fulfill the part of the Vocational Adjustment Coordinator in representing both his local school district and the Commission for Rehabilitation. He should remember that he can talk too much, but he cannot know too much.

SUMMARY. How does the VAC go about locating job stations in the community? He does this by keeping eyes and ears open; but not overlooking the smallest possibility; by being alert to conversation in any group, for idle conversation may reveal much; by letting friends and acquaintances know what the goals are but by being careful not to "overdo" it; by letting professional and civic clubs know he is available;

by explaining the program to other vocational teachers (many jobs can be exchanged); by contacting agencies such as the Chamber of Commerce for written information; by taking the students on a field trip to a hard-to-reach firm; by asking certain employers for written information regarding their business "to inform students of the business"; by being alert to new businesses through the newspapers and building notices; and by investigating all city, county, state, and government agencies. The VAC will also need to become familiar with related facilities which might provide services, vocational evaluation, work adjustment, or employment. These might include: Goodwill Industries, Inc., sheltered workshops, state facilities, half-way houses, rehabilitation facilities, welfare agencies, and community work programs.

From the very beginning, the VAC should keep a card file regarding contacts and containing all bits of information, for sooner or later they will be utilized. He should pool this information from time-to-time with that of the Vocational Rehabilitation Counselor. When he feels that he has enough information to put the wheels in motion, he should get behind it – but not too far behind.

CLASSROOM AND OTHER ON-CAMPUS RESPONSIBILITIES

Under the guidance of the Vocational Rehabilitation Counselor, the work placement of students for either training or permanent employment is the sole responsibility of the VAC, but he also has other important duties. He is first a teacher, and as such, should assume the same tasks and responsibilities as all other faculty members. He will be wise to become a member of the teachers' professional organizations and to take an active part in these. He should assume building duties willingly. In addition to being a special teacher, many VAC's have duties such as coaching or driving school buses. If, however, his off-campus responsibilities do not permit his being on-campus as much as would be desirable, he should make arrangements to be in the special classrooms as much as possible in order to be a part of the total program and to assist his colleagues.

The majority of the VAC's in the State will have actual classroom duty, and it will usually become their responsibility to oversee the final stages of VOCATIONAL PROFICIENCY for each student. This publication is not intended to be a curriculum guide, and it is recommended that a VAC new to the program immediately secure a copy of the **Guidelines For Program Development-Special Education,** Volumes I, II, and III, from the Texas Education Agency. These should be thoroughly studied in order to have a clear picture of the total program for handicapped students. Volume I is particularly concerned with the Cooperative School Program, and offers explanation of what to offer in the classroom. In addition to this, the new VAC should obtain curriculum guides from other districts and states – as many as possible – and any other materials which might provide ideas for the development of classroom units. A list of free materials is included in the appendix, but the VAC should investigate all possibilities for securing materials within his own community. Industry, businesses, agencies, and public services offer a wealth of free materials from which to choose.

No particular unit of study will be included here; however, experienced VAC's have made the following suggestions which might be of benefit to new VAC's. It is suggested that each VAC begin immediately to design teacher-pupil made classroom units since these will be the most applicable to his own situation and to that particular group of students. The VAC should prepare a folder for each unit he begins and collect materials and visuals. As time passes, he will add, correct, delete, and revise each unit to suit the characteristics of each class, and he will soon have a collection of usuable, worthwhile information. The following ideas are merely suggestions which the VAC should bear in mind while constructing classroom units.

The general plan of study for handicapped students within the Cooperative School Program should be designed to be applied for the "slow learner" or "sub-normal" individual, and it should assist them as far as possible toward becoming responsible, productive adult members of society. In order to achieve this goal, the basic curriculum should be designed to revolve around activities which will develop good work attitudes and good work skills to the maximum potential of each student. Within the gener-

al guidelines designed by the Texas Education Agency-Division of Special Education particularly for the Cooperative School Program, the variety of approaches for presentation is wide. However, within the framework, there are certain basic concepts which must be fostered in order to insure success of the student. The curriculum suggested by the T.E.A. emphasizes the need for concrete tasks for learning through actual work experiences, and that these particular individuals must be taught to apply their particular knowledge and aptitudes to practical situations in daily living. The fact that students must take abilities and good work attitudes to the job underlies all concepts. As adults, the sub-normal individuals function by habits developed in early years. Changing poor habits is most difficult; thus, good habits must be developed during the years when the student is in the developmental stage. Work experience is education. It is a way of helping students to understand the concept of actual experience in a school setting. Work experience, then, is an integral part of the curriculum, and appropriate balance should be established between time alloted for academics and vocational skills. In fact, since academics should be work-orientated, the program is classified as vocational.

The following is a list of concepts around which units for instructional purposes might be constructed. In practice, concepts to be presented are endless, and the ingenuity and creativity of the VAC should be applied in discovering those meaningful and applicable to his own group of students. Units should be constructed so that all students may participate. They should include reading, writing, computation, and manual skills. A good unit should be based on the needs of the students; it should take into account goals and outcomes, and should be developed in sequential steps. It is doubtful if commercially-prepared plans, or even those prepared by teachers in other areas, would be entirely applicable to a specific group in another situation, but they can certainly be adapted. Units should be correlated with usual and unusual events. For instance; a stormy day is a good time to discuss the fact that many employees will not be able to go to work, and therefore, their paycheck will be less. Communication and listening abilities should be emphasized. Field trips should be a part of as much classroom activity as possible.

CONCEPTS FOR UNITS:

- Understanding of Self
- Citizenship: (Family, School, Community, State, Country)
- Getting Along With Others
- Proper Use of Telephone
- Vocational and Daily Vocabulary
- Safety
- Following Instructions
- Calendar: (Months, Days, Weeks, Seasons, Holdiays)
- Proper Banking Methods
- Wise Buying
- Do's and Don'ts of Social Behavior
- Social Security

Continued on next page

- Job Opportunities in the Community
- Care and Use of Equipment
- Identification of Tools
- Personal Grooming
- Transportation
- Map Reading
- Understanding Street and House Numbers
- Withholding from Paychecks
- Insurance
- Homemaking and Family Living
- First Aid
- Health Science

The daily classroom schedule should be structured to insure continuity and effective, efficient operation. Structuring will aid in long range planning and assessment of the program. Another important factor is that the student will gain security from a structured program and will learn that he can complete a task within a given time. A daily classroom schedule must necessarily be built around each individual building's requirements. It is suggested that special students be scheduled in much the same manner as pupils in regular classes and certainly that they be integrated with regular students whenever and wherever possible. First consideration will be given to scheduling for lunch periods, auditorium assemblies, and regular classes such as physical education, art, music, and homemaking. The special student's individual daily schedule will revolve around these. On-campus job placement will also require consideration, and many students will be placed off-campus part of the day. It is obvious that a well-planned curriculum cannot reach the needs of special students if it is rigid; therefore, *FLEXIBILITY* is imperative.

SUMMARY. Students in the Cooperative School Program may function on more than one level at the same time, and each will vary in his rate of progress. Therefore, his curriculum must be highly individualized. Counseling and guidance should be a part of the daily schedule. Communication and listening abilities should be emphasized. Students should participate in physical education activities whenever possible. The curriculum should never be considered complete since a changing society will necessitate constant revision. Summer programs and community facilities for wise use of leisure time should be investigated. Sex education is a particular need, although it is suggested that attitudes and social skills be initiated at earlier levels. Community assistance of resource persons in related areas of work should be utilized. The VAC should call upon social workers, home demonstration agents, public health workers, agricultural agents, business men, doctors, nurses and others. Necessary equipment will be determined by the individual curriculum and locale, and duplication of equipment should be avoided. The use of visuals is strongly recommended. The utilization and selection of materials is a never-ending process, and fortunately for the special teacher, there are now abundant supplies readily available. The abundance of free materials should be investigated. Field trips are an essential part of the program. Handicrafts should be an integral part of the curriculum, not busy work. The Vocational

Rehabilitation Counselor can be a helpful ally, and a cooperative working arrangement between him and the VAC can greatly enrich the program. The VAC should coordinate, willingly assist, and become a part of all on-campus activities involving students in the Cooperative School Program.

COUNSELING AND GUIDANCE

Soon after the Vocational Adjustment Coordinator assumes his position, he will find himself in a one-to-one relationship with students. His instructional efforts will be direct in nature: "Be neat, be clean, be punctual, follow directions, etc." Thus, he is engaged in counseling even though he may not realize it. If he should pause long enough to analyze the situation, he may become frightened at the prospect of counseling with little training in his background and without knowing the terminology, and of facing students, parents, and endless numbers of strangers. He may take comfort in the thought, however, that many VAC's have preceded him along the way with little training, for very few VAC's have any formal counseling in their professional background. They not only have survived, but also appear to have been successful. The new VAC will gain insight into the "dos" and "don'ts" of counseling as they did, and may shortly even come to know that a careful analysis of each situation from every possible angle will be wise. A slow approach is also advisable. However, it is not the purpose here to provide instruction in the art of formal counseling, but to stress the importance of "common sense" guidance.

Counseling takes place between two persons, one of whom is seeking help from the other who is trained to provide this assistance. The keyword in counseling is *UNDERSTANDING:* of self, of the program, of the student, and of the purpose of work training. The objectives are personal insight, self-realization, and self-acceptance on the part of the counselee. In his contacts with students, parents, and employers, the VAC provides assistance which is in fact *guidance*. Using as much subtlety and finesse as necessary, the VAC gives directions, always with purposes and objectives in mind. The VAC must have the ability to get along with people, to sell himself and his ideas, and the ability to employ a generous helping of common sense. In addition, he must have a relatively extensive knowledge of the world or work in his community. If he utilizes these traits skillfully, then he will intuitively seek the technique which will be most effective in a particular situation, not conforming to any one method. In handling a complaint from any source, the VAC will *listen* while the complainant first "gets it off his chest." This provides a necessary catharsis, a primary form of therapy in both counseling and guidance. Counseling, then, for the Vocational Adjustment Coordinator may be thought of as an ongoing process which requires the use of every talent and technique he brings to the job, along with every bit of information he gains each day.

PARENTS. In guiding, persuading, or counseling parents, the VAC will use everything he has learned about his profession and about human nature. Convincing parents and gaining their cooperation are probably the greatest assets the VAC can have in dealing with a student, and oftentimes may be very difficult to attain. The value of parental understanding of the handicapped child cannot be overestimated. The parents must be counseled to understand the limitations of their child and especially to realize what this means in terms of employment and earnings. The family constellation is foremost among those who must be prepared to carry a great share of the student's habilitation problem. Parental understanding of the Cooperative School Program

and the part which the VAC and the Vocational Rehabilitation Counselor play is essential to the program's ultimate success. An angry (usually uninformed parent) can destroy much that the program has attempted to build and can place the VAC in an untenable position in the business community in which he must continue to work. On the other hand, a well-informed parent can be a great "promoter" of both the VAC and the program. Rule one, then, in parent counseling is to be sure the parents understand that the ultimate goal is to benefit their child, and, even more important, to obtain their permission and cooperation in what the VAC and the VRC are trying to do for their child. By keeping parents informed and establishing good working relationships with them, VAC's avoid many troublesome problems. The VAC must be sure that parents feel free to call on him at any time a problem arises or there is something they do not understand. It is much better for the parent to call on the VAC than to have a problem come down through the superintendent's office or through an employer.

Most VAC's believe an informal method of counseling to be the most effective with parents, but they further stress that there should be a definite underlying purpose for counseling sessions. In working with parents, the VAC sells himself and his program and does a certain amount of teaching. In most instances, the best rapport may be established through one or more home visits. This may also provide access to the father who will probably be working during the day. If at all possible, it is wise to counsel with both parents at the same time. A good VAC will not depend upon one parent to interpret the program to the other. Before an interview, the VAC should become thoroughly acquainted with all facts he wishes to impart to the parents. A written outline is often helpful, and he may have explanatory materials to give the parents for reinforcement. The VAC should attempt to establish good rapport with all members of the family as an inimical attitude of siblings can sometimes undermine that of the parents and the students. If it is at all possible, the VAC should evaluate the student in terms of his own possible vocational success (apart from his family environment) and strive toward this goal. This can only be accomplished by remaining objective. It is understandable that from time-to-time there will be personality clashes between the VAC and certain students, however, it should be remembered that negative feelings on the part of the VAC can easily become obvious to the parent and that regardless of how the VAC, the VRC, the other teachers, or the employer regards the child, he is still their cherished product.

STUDENTS. The VAC will be required to do both direct and indirect counseling with students. Some counseling will be with groups, some on an individual basis. Conferences with students can be with them alone, or as the need arises, in the presence of either parents and/or employers. The preparation of the student for placement should begin in the earliest stages of the school program. Positive attitudes regarding work must be instilled in the individual from the beginning because these are more related to job success than ability to perform. Most handicapped students learn through meaningful experiences; hence, the need for constant guidance and direction.

As with parents, the VAC must strive to gain the confidence of the student. The explanation of the job, the goals, and what the student-client may expect are important

to his success. If the student feels that this is an important part of his school program and knows that he can learn through it, he will be a better trainee. The wise VAC will find himself repeatedly detailing *how* to do things, exactly *what* he means, and *why* such things must be done. The VAC should remember that some students are unable to develop much personal insight or self-realization, and that abstractions might be beyond their limited intellectual capacity. Nevertheless, the VAC should avoid "talking down" to students.

Even though the VAC has fully explained the program to the parents, he should explain it again to the student (and again and again, if necessary) until the student fully understands that he is the main reason for the plan. He should always strive to make the student feel important and to be sure that any changes which are made in the original plan are fully explained to the student's satisfaction. To gain rapport with the student is to gain a foothold in the door of the parents. After the student is placed off campus at a work station, it will be much more difficult to arrange time for conferences with him. However, the VAC soon learns that these conferences are very important in order to avoid disasters.

EMPLOYERS. In working with an employer, or potential employer, the VAC must develop a climate of friendship and mutual respect in learning the demands, problems, and qualities of the particular jobs available in this business. He must then sell the potential employer on the value of the program, its benefits to him (the employer) and its benefits to the prospective employee. In addition, he must enlist the employer's assistance in the training and development of a good employee.. The method the VAC will use in accomplishing this will again be an individual approach worked out intuitively. He must remember that the method which works for a certain employer and his business may in no way be suitable for a prospective employer down the street. Once again it boils down to the fact that the VAC must use ingenuity and common sense in developing a repertory of effective methods and in knowing when to use them. One employer may be sold during the first five minutes of an interview, while it may take years to sell others.

When a student-client is placed on a training station, the work of the VAC is intensified. The VAC continues to counsel the employer as to what is expected, to make him proud of his role in the program, to handle any complaints, and to keep him sold on the program and the student. At all times during the training process the VAC must be available to the employer, or supervisor, as well as to the student. It is not a good idea to over-sell a student because this can end only in disaster. A realistic picture of the student is the best approach. At the same time, however, the VAC must emphasize the good traits of a student in order to place him. In counseling with a prospective employer, the VAC should be able to assess dominant characteristics and personality traits. Since he already knows the characteristics of his student-client, the VAC will then be able to evaluate the likehood of success in placing the student with that employer. Clashing, or incompatible, personalities are not conducive to successful placement.

After placement, the VAC may be called upon for guidance in the actual training of the student. The VAC may work with a supervisor or foreman and will again need

to survey the situation in order to determine the best approach. This alone may determine the success or failure of the student. The person directly responsible for supervision of the student-client is usually the key to successful employment.

SUMMARY. One cardinal rule in counseling with students, parents, or employers is to be as honest as possible without revealing unnecessary facts. Experienced VAC's after years of using the trial and error method, whole-heartedly agree that one should not: try to psycho-analyze other persons, make promises which cannot be fulfilled, misrepresent a student's capabilities to parents or employers, condemn or jump to hasty conclusions without knowing the facts, or criticize students in the presence of others.

RECORD KEEPING

Excluding standardized forms such as psychologicals and medicals, examples of forms mentioned in this section are included directly following the written information. Other than the Mileage Form, none are adopted and, therefore, may be revised to suit the individual need.

SECURING INFORMATION ON EACH STUDENT. If the student has been in special education classes for any length of time, much useful information should be available to the VAC by the time he reaches secondary level. It will be to the advantage of the VAC to begin immediately to accumulate as much more information as possible on each of his students. If the student is new to the school system, the VAC should make every effort to obtain as much information as possible regarding him. A well-organized CUMULATIVE FOLDER for each student will be one of the most important tools of the VAC. It could contain past school records, comments by teachers, counselors, social workers, and other professionals, when first organized, with information suggested in this section to be added as the student progresses through the program. The CUMULATIVE FOLDER belongs to the VAC and is not to be confused with the AUDIT FOLDER which is maintained in the administrative offices.

Often the special education student is located on a secondary campus prior to reaching the age of acceptance by the Vocational Rehabilitation Counselor. In such instances, the VAC will find it helpful to begin gathering information on the student long before he is actually eligible (according to age) to be accepted by the VRC into the Cooperative School Program.

Organizing and keeping the CUMULATIVE FOLDER current will require much of the VAC's time, but if it is to be useful, it should give a detailed picture of the student's physical, mental, social, academic, and emotional status. The VAC, then, might begin by checking to see which necessary evaluative information has been obtained and to see what needs to be secured. A checklist on either the front or back of the of the folder will help the VAC know what is up-to-date and what is missing. The AUDIT FOLDER will contain copies of the medical, the psychological, the neurological, and the parent permission forms, and copies may be made for the CUMULATIVE FOLDER. If these reports are up-to-date, then copies also should be made for the Vocational Rehabilitation Counselor at the time of referral. If not, then the VRC will be able to assist in purchasing some of them, however, it is not the intent of the Commission for Rehabilitation to furnish all testing services. Care should be taken to avoid duplication of services in securing medicals, psychologicals, and other health records by the school district and the Vocational Rehabilitation Counselor.

Once the basic health and academic records are compiled, the VAC should begin to gather personal information with regard to the student's capabilities, characteristics, family environment, and social ecology. This is a good time for a parent conference, perferably a home visit. The VAC and the VRC may wish to make the visit together, as the Counselor will need to complete certain forms which are required by the Commission for Rehabilitation in order to place the student officially on his rolls. Such

a visit will not only provide information which would be impossible to obtain otherwise, but will also give the VAC opportunity to explain the program more fully and to cultivate parental cooperation. The VAC may wish to record information while talking with the parents, or he may wish to record it immediately after the interview. In either case, the VAC will need a CASE HISTORY FORM to record the information. During this initial conference, the VAC should be sure to record the names and addresses of as many next-of-kin as possible in order to locate the student in the event contact is lost. This will be of particular importance in follow-up studies.

Once the VAC has accumulated the basic information described above, he will begin to formulate an idea regarding the potential of the individual student. However, thus far he will not have nearly enough information to begin to establish a true vocational evaluation of the student. The VAC will need to work closely with the teachers who will have the student in a classroom situation each day. He will need to assist them in devising forms for recording ANECDOTAL RECORDS which will be revealing and systematic. It is strongly recommended that the VAC be in the classroom with the students for some part of each day. If this is not possible, however, he must depend on the records and feedback which the teachers will furnish when he is making his vocational evaluation prior to off-campus placement. Therefore, it is extremely important that these reveal all pertinent information. They should reflect progress or lack of progress in fundamental skills, in personal or social adjustment, and physical capabilities. The teacher and the VAC should keep daily ANECDOTAL RECORDS and they should be added to the CUMULATIVE FOLDER with regularity. These also will be helpful when making reports to parents.

The VAC will find it necessary to maintain certain forms on each student which he alone can keep up-to-date. These will pertain to the student's vocational training on and off campus. One of these should be a STUDENT VOCATIONAL TRAINING RECORD. It should contain all important application data and should provide columns for recording where, when, and how long placed, the name of the supervisor, kind of work, wages, hours worked, and the reason for termination. Some VAC's also prefer to ask the employer to maintain an EMPLOYER'S ON-THE-JOB EVALUATION SHEET. This should be a simple check sheet, not time-consuming, and should be returned to the VAC periodically. Keeping a TIME SHEET may help the students to develop a sense of pride, punctuality, and reliability. It also serves as an absentee report.

In addition to these, a TRAINING PLAN can be of great benefit to the VAC, to the other teachers, and to the student. Such a plan for each student will provide substantial goals and direct feedback about whether the goals are being reached as the student matures. The form used in setting up a plan for the student should be designed to break down the work tasks and then to correlate them with appropriate classroom activities. It should contain a "work experience to be provided" column. The VAC and the classroom teacher should plan correlated classroom activities for Levels IV, V, and VI since this procedure is particularly applicable to these levels. Through the use of constant feedback from the VAC to the special education classroom teacher, a meaningful curriculum can be developed and implemented.

The student's CUMULATIVE FOLDER will also contain such miscellaneous

forms as parent permission slips for field trips and pictures. Many students will be required to have current health cards if working in personal services and certainly these should be carefully recorded.

PERIODIC REPORTS. The requirements of each school district regarding the VAC's periodic reports are varied. Some districts require a report weekly, some monthly, and some only twice a year. It is advisable, however, for the VAC to make such reports periodically in order to keep administrators informed of the progress of the students. Again there is no adopted form, but once a suitable one has been selected, it may be prepared in duplicate, one for the administrator and one for the files of the VAC. The VRC will also appreciate a copy since this will enable him to keep up-to-date on each student. In fact, any information which can be furnished to the VRC will be of as much value to him in making vocational evaluations on each student as they are to the VAC.

MILEAGE FORMS may be also considered periodic reports since they are required to be completed monthly. Standardized forms are furnished by the Commission for Vocational Rehabilitation and are recorded in the school office. A properly prepared form has been provided by the Commission for Vocational Rehabilitation and is included herein. This form will not only serve to provide information as to mileage driven each day, but will be very useful to the VAC as a daily record and can be referred to for much general information. For instance, should the VAC forget to record the name of a certain store manager in the card file, months later he may refer to the MILEAGE FORM and find the needed information.

PERSONAL RECORDS OF THE VAC. In addition to the CUMULATIVE FOLDER for each student, the periodic reports, and the MILEAGE FORM, the VAC will need to maintain various information sheets for his personal files. He should keep a DAILY LOG in which he will record each visit and contact. This will be of great help in maintaining all records. The VAC will need also to keep a current CALENDAR (for nothing could be worse than missing an appointment with a prospective employer). These personal records will assist the VAC in knowing where he has been and where he is going on any given date.

SUMMARY. The forms which are suggested in this section have been compiled and adapted by experienced VAC's as not only typical, but necessary to portray a good picture of a student's characteristics. It is not intended that they depict all of the forms which might be necessary for VAC's as each school district will require different methods of recording, and it will become necessary for the individual to devise methods and forms for recording specific information according to his own needs.

Once the VAC decides which information he will maintain on each student and for his personal records, he will be able to arrange his schedule to allow time for a certain amount of bookkeeping. He will find, however, that time does not permit his keeping regular office hours, therefore, he will need to devise ways of "jotting down"

information until he gets back to the office. Trusting to memory is seldom reliable since the VAC will be dealing with many small items at once. The VAC will be totally responsible for keeping a well-organized folder on each student and it will be time consuming, but he will find it to be invaluable to the Evaluation Committee, to the Vocational Rehabilitation Counselor, and to himself when vocational evaluations are to to be made.

CASE HISTORY OR HOME VISITATION FORM

Anglo _____
Mex-Am. ___
Negro ____

_____
DATE

Name of Student: _____ Address: _____

How many children in the family? _____ Ages: _____

With what relatives of the student did you visit? _____

Is the student living with both real parents? _____ If not, explain _____

_____

Did the adults seem receptive toward the visit? _____

Is there more than one family living in the house? _____

Do the parents have a positive and realistic attitude toward the student? _____

Mother's attitude _____

Father's attitude _____

Is the father employed regularly? _____

Does the mother work outside the home? _____

What are the parent's expectations for the student's future work experiences? _____

_____

What are the occupations of others in this family who are working ages? _____

Do both parent's speak English? _____ Do the parent's have a positive attitude toward the student attending school? _____

Do the parent's consider the student an important member of the family? _____

How much control does the home actually exercise over the student and in what way? _____

_____

Is there some special talent of the parent which promotes ease of conversation? _____

_____

Does the student have any special health problems? _____

_____

Do you expect full cooperation from the parents? _____ Explain: _____

_____

Observations and comments regarding student's actual environment: _____

_____

_____

_____

_____

_____

ANECDOTAL RECORDS

JOHN BORDMAN

9/2/69: Entered school - very neat, clean and polite. Mother with him. Mother did all the talking. Seems shy and lacking in self confidence.

9/9/69: Reads at about 3rd grade level with good comprehension. Good oral presentation, but many reversals & phonetic spelling. Short attention span. Easily distracted. Resumes work with minimum amount of teacher coercion. Works to best of ability most of time. Easily agitated by other students and "swings" before he thinks.

9/21/69: John is late to school quite often. Says mother doesn't wake him. Agrees to be on time. Accepts correction very nicely. Gets along well with other students except for periods during which he is easily agitated. Needs to learn to control temper better.

9/30/69 John has been on time each day for a week. Attention span short - needs more occupational training. Cannot be contained in classroom for long periods of time.

Esther Smith
Teacher's Signature

STUDENT VOCATIONAL TRAINING RECORD

19_____19 _____

NAME: _____ PHONE: _____

ADDRESS: _____ BIRTHDATE: _____

_____ SS NUMBER: _____

Name & Address of Training Station Owner: Type of Business: Type of Work Student Will Do: Hours & Days Student Will Work: Supervisor of Student: Wages: Training Fee Paid: Wage Exemption: Date Placed: Date Removed: Reason for Removal: Agreement for Observation of Student:	Comments: Date: _____ Comments: Date: _____ Comments: Date: _____ Comments: Date: _____

EMPLOYER'S EVALUATION FORM

Trainee's Name _____ **Date** _____

Place of work _____

Trainer's name _____ **Type of work done by trainee** _____

	ALWAYS	USUALLY	RARELY
PRESENTS A NEAT, CLEAN APPEARANCE			
GETS ALONG WITH FELLOW WORKERS			
IS PUNCTUAL			
OBSERVES RULES			
FOLLOWS DIRECTIONS			
INDICATES INDEPENDENCE AT WORK			
ATTEMPTS TO UNDERSTAND DIRECTIONS			
ATTEMPTS TO FINISH WORK			
HAS ABILITY TO CONCENTRATE			
WORKS WELL INDEPENDENTLY			
RESPECTS AUTHORITY			
IS COURTEOUS			
IS HONEST			
IS DEPENDABLE			
DISPLAYS SPEED AND ACCURACY			
CONTROLS EMOTIONS			
ACCEPTS CRITICISM GRACIOUSLY			
DISPLAYS APTITUDE FOR THIS WORK			
IS WILLING TO WORK HARD			
CONTROLS TALKING			
IS MAKING PROGRESS _____ YES _____ NO			

COMMENTS:

_____

SUPERVISOR

INDEPENDENT SCHOOL DISTRICT

SPECIAL SERVICES DEPARTMENT

VOCATIONAL STUDENT SIGN IN SHEET

NAME _____ TRAINING STATION _____

EMPLOYER OR SUPERVISOR _____

MONTH _____				MONTH _____				MONTH _____			
DATE	DAY	TIME IN	TIME OUT	DATE	DAY	TIME IN	TIME OUT	DATE	DAY	TIME IN	TIME OUT
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			
15				15				15			
16				16				16			
17				17				17			
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25				25				25			
26				26				26			
27				27				27			
28				28				28			
29				29				29			
30				30				30			
31				31				31			

_____

Signature of Supervisor

This student is due to report to work at _____ and leave at _____.
Days when the student is to leave work early will be noted on that date on the time sheet.
Students must phone in the days when they are to be absent from work.

COOPERATIVE REHABILITATION TRAINING PLAN

LEVEL: _____
AGE _____
SEX: M____F____

NAME OF STUDENT: _____

NAME OF SCHOOL: _____

CITY: _____Date Plan Will be Initiated: _____Expected Date of Completion: _____

Level IV	Classroom Activities Provided by Special Teacher	Integrated into What Regular Classes	Work Experience to be Provided
Level V	Classroom Activities Provided by Special Teacher	Integrated into What Regular Classes	Work Experience to be Provided
Level VI	Classroom Activities Provided by Special Teacher	Integrated into What Regular Classes	Work Experience to be Provided
Level VII	Classroom Activities Provided by Special Teacher (if on campus)	Integrated into What Regular Classes	Work Experience to be Provided

INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION

_____ has my permission to participate in the job training program.

I understand that part or all of a school day may be spent on job training and that my child will travel to and from the job station alone.

I will notify the trainer at the job station and the school when my child is absent from work.

I will direct any questions or problems concerning the job to the vocational adjustment coordinator.

I will encourage my child to keep a budget and to save money regularly.

_____
Signature

_____
Date

INDEPENDENT SCHOOL DISTRICT

SPECIAL EDUCATION

PERMISSION TO LEAVE SCHOOL CAMPUS

It may be necessary for your child

_____

to leave the campus for the following reasons:

To go on a field trip
To get a health card
To have a job interview
To participate in off campus training

Your child may go with a teacher, a volunteer driver, or alone. Your permission is needed when these trips are made. Your signature below grants your child permission.

My child_____

may leave the campus when an occasion arises which is connected with the school program. I will not hold the school or volunteer driver responsible in case of accident.

_____
Signature

_____
Date

VOCATIONAL ADJUSTMENT COORDINATOR'S PERIODIC REPORT

INDEPENDENT SCHOOL DISTRICT

_____
School

_____ _____
Name of VAC Reporting Period

STUDENT_____ EMPLOYER_____

SCHOOL_____ EMPLOYER'S ADDRESS_____

JOB DESCRIPTION_____ SALARY_____

DATE PLACED _____ HOURS_____

DATE VISITED:	COMMENTS:
DATE VISITED:	COMMENTS:
DATE VISITED:	COMMENTS:
DATE VISITED:	COMMENTS:
DATE VISITED:	COMMENTS:

Monthly Travel Report For Vocational Adjustment Coordinators

Prepare in duplicate and submit monthly to local school administrator

Name: John Doe Month: August 19 69

Name of School: Everybody's ISD Address: 123 Main Street, Hometown, Texas 92769

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid
27	9:15 A	Visited Piggly-Wiggly Supermarket, 456 Broadway, where I talked with the Manager, Jane Doe, concerning a possible job placement for clients Bill Butler and Jerome Jones.	9:30 A	5
	10:00A	Dpt. Piggly-Wiggly and returned to Everybody's High School, 123 Main Street, Hometown, Tex.	10:15 A	5

(over)

TEA-385 *Inter-city bus, airplane, or railroad, tax exempt – receipts required VR – 31

DAILY LOG

DATE	TIME	
9/18/69	9 a.m.	Took students on field trip to observe at Smith's Cafeteria. Mr. Smith demonstrated use of dishwasher to students.
	11 a.m.	Returned to campus - had conference with Mrs. Brown (Cafeteria Manager) regarding obtaining of health cards for students working in cafeteria.
	1 p.m.	Conference with Johnny Brown regarding his inability to cooperate with classmates.
	2:15 pm	Went to Green's Department Store to explain Cooperative Program to Manager, Mr. Ratcliff.
	3:30 pm	Stopped by Simpson's Service Station to talk with Robert about his absenteeism.
	7 p.m.	Talked to South Lion's Club - showed slides. Assisted by Bill Sharp (VRC).

SUGGESTED ACTIVITIES

Few VAC's will function in the same manner. The actual schedule of duties will be determined by the number of months he works and by the number of students on his roll. The following is intended only as a guide for new VAC's in the hope that it might be helpful during the first weeks after assuming their new responsibilities and until their own procedure can be determined.

AUGUST. The Vocational Adjustment Coordinators who return to work in August will find it the busiest time of the year and the most beneficial. It provides opportunity to "get a head start" and to be prepared for the opening of the school term. Since many VAC's do not work during the summer months, there will be matters needing attention regarding those students who are already placed on job stations, as well as preparations for the new year. Most VAC's "unofficially" check on their students during the summer months, and by August know their status. However, if this has not been done, it should be the first duty upon return. All employers should be re-visited, students and parents contacted, and training records brought up-to-date. If a placement has been lost, then of course, the student will need a new work station.

High on the priority list at this time is a conference with the administrator of the program in order that he may be brought up-to-date regarding plans for the year. The VAC should be prepared with suggestions for program improvements and/or recommended changes. It is wise to have a conference with the building principal to check any changes which may have been made, to discuss on-campus training, and to investigate the enrollment of special education students into regular classes. This is also a good time to obtain a calendar of school activities for the year. Since a VAC is off-campus much of the time, he will need to familiarize himself thoroughly with such dates as: those set for school functions, written records which will be required, ordering caps and gowns, rings, diplomas, pictures, etc. The VAC will also need to check supplies and pre-vocational training equipment.

During this time, the VAC may begin to set up conferences with parents of new students and with those parents whose child will be placed off-campus during the year. This will be a good time for the Evaluation Committee to meet to discuss plans for the students in the program. The Vocational Rehabilitation Counselor should be included in this and other conferences, and he and the VAC should set up plans for the coming year.

Much of this "pre-school" period will be taken up with conferences, but other matters will need attention. The VAC should visit the Texas Employment Commission and other agencies that have information relating to his work in order to be informed on the current status of wage and hour laws, wage exemptions, and social security. Many VAC's have found it profitable to arrange a parent meeting or even a "party" to cement relationships and to provide an opportunity to explain the program. If the VAC has actual classroom duty during the school year, he will need to prepare lesson plans and daily activities prior to the opening day.

SCHOOL OPENING. Most VAC's prefer to arrange their schedule to remain on campus much of the first week of school. This enables them to assist the teachers with registration and record keeping, and to become acquainted with new students. It also provides them an opportunity to become familiar with the new schedule and to meet the new faculty members. If any of these new faculty members are to have special students in classes, they will need to have the Cooperative School Program explained and the goals defined.

The VAC will need to make arrangements for Social Security numbers for all new students and for health cards for those students working in personal services. Once the Social Security number has been obtained, he may then refer the students to the VRC. A conference should be arranged with the VRC to bring him up-to-date on all new students and to furnish him with as much information as possible. Additional parent conferences may then be arranged.

The VAC will continue to keep all cumulative folders current, to make visits to prospective employers, to observe students on job placement, and to take advantage of every opportunity to speak before a civic, parent, or business group.

FALL. Fall is by no means a "slack time." Once the beginning-of-school duties are attended to, the VAC will continue to solicit new employers, to meet with groups, to make home visits, and to arrange parent conferences. The on-campus training stations will need to be supervised closely and the students rotated. The VAC should be aware of all school activities, get his reports in on time, function as a faculty member, and attend to specifics assigned to him. Most VAC's find it very advantageous to arrange definite times to counsel with students on campus.

MID-TERM. Mid-term will, of course, require much paper work and again, record keeping. Reports to parents must be made, and permanent records of curriculum activities given to the principal or registrar. The VAC may make a fresh attack on cumulative folders to keep them current, and may check students whose recent birthdays have made them eligible for referral to the VRC. He will continue to observe students off-campus, to function on-campus as before, to search for prospective employers, while fostering good public relations both on campus and in the community. The VAC may need to assist the students with income tax matters, and this is a good time to combine these activities with a related classroom unit. The fact that some of their classmates are actually required to complete forms will lend emphasis to such a unit. It might be noted here that classroom teaching units should be correlated with actual activities whenever possible.

MAY AND JUNE. May will be another extremely busy time, for the VAC not only must wind up on-campus and classroom duties, but also must make final arrangements for the summer months. He must re-evaluate all students, make final graduation preparations, bring all records up to date, and make arrangements for placement of students

for the summer months. During these last weeks of school and during the period of time in the month of June which he will work, the VAC should refer students whose birthdays make them eligible for rehabilitation services during the summer months to the VRC. This will allow him to begin the WORK-UP on each student.

Many VAC's send thank-you letters to employers and others who have helped during the year. Letters and brochures explaining the program may be sent to parents of students who will enter the Cooperative School Program during the following year and a school handbook may be included for the student.

SUMMARY. It is obvious that the work of the VAC is a continuum, and it is understandable that no two VAC's can, or will, function in the same manner. During the summer months, if the VAC is not employed by the school district, it would be wise to arrange for some type of contact with those students who will be on job stations. The VRC will probably be informed of the status of each student and will be able to offer information from time-to-time. As it has been previously stated, job losses can be prevented by knowing of small "worrisome" matters beforehand. When time permits, the VAC should make a careful evaluation of this year's problems and should study ways to avoid them next year.

VOCATIONAL REHABILITATION COUNSELOR

JOB DESCRIPTION. The Rehabilitation Counselor assigned to the Cooperative School Program counsels, supervises, coordinates, and expedites the necessary services for the habilitation of special education student-clients. As a Counselor, it is his responsibility to compile data necessary for the proper maintenance of case record files. Much of this information is relevant only to the Commission for Rehabilitation and is used for statistical purposes. Forms used by the Counselor in connection with the Cooperative School Program are standardized and disseminated by the State Rehabilitation Office.

The rehabilitation process is one that must be followed in an orderly and sequential manner. Certain documentation must be made prior to providing services to the client. One such document is the Application for Vocational Rehabilitation Services. Once the student has been referred to the Rehabilitation Counselor, an appointment should be made for the Counselor and the Vocational Adjustment Coordinator to meet with the student and his parents to explain the process of helping the student reach his maximum vocational potential and to formulate plans for obtaining this goal. The application form may be completed during this meeting. An appointment and financial arrangements are then made for the client to receive a general medical examination from the family physician.

If additional diagnostic information is recommended by the physician, the counselor takes the necessary steps to secure an examination by a specialist. It is suggested that the school district provide other pertinent information such as psychologicals, anecdotal records, aptitude test results, and neurologicals. Duplications of service by the school district and the rehabilitation office should be avoided. Copies of services purchased by one should be furnished to the other.

During the period in which the diagnostic material is being compiled, the Rehabilitation Counselor and the Vocational Adjustment Coordinator will function as a team. There should be individual and group counseling sessions with the referred student-client and the special education staff. The Counselor will attempt to gain an over-all profile of the student's assets and limitations, for he must determine whether the student meets the three criteria for Vocational Rehabilitation eligibility:

1. The student must have a physical or mental disability.
2. The physical or mental disability must constitute a vocational handicap.
3. An evaluation period may be utilized to determine feasibility for employment, and if the client is employable, the Rehabilitation Counselor must determine that he will benefit from rehabilitation services.

It is the Counselor's full responsibility to determine eligibility and to authorize all expenditures. Once a complete picture is formulated, a rehabilitation plan is in-

itiated, taking into consideration the client's aptitudes and abilities. The process of rehabilitation is a team effort and includes the Rehabilitation Counselor, the Vocational Adjustment Coordinator, the student-client, his parents, employers, teachers, and other professional persons. This necessitates a close working relationship among all concerned and makes the program unique in the area of public school structure.

Quite often the special education student is multiple handicapped. The reduction of physically disabling conditions is in keeping with good rehabilitation practice and is essential to the total rehabilitation of the client. The physical restoration of an individual may include any type of medical or allied services which will aid in eliminating or substantially reducing his disability. The Counselor may purchase these services according to the economic status of the family.

Some student-clients may profit from attending a trade or vocational school and may do so at the expense of the Commission for Rehabilitation. In certain instances, books, transportation, tools, and other equipment may also be provided. If a half-way-house is needed, it may be utilized. Once the student-client has gained adequate training, he is assisted by the Counselor and the Vocational Adjustment Coordinator in finding full-time employment. It has been established that the majority of student-clients proceed from the campus to on-the-job training or direct employment.

Depending upon the criteria for graduation as established by the various independent school districts, the graduation from the public school and the closure by the Rehabilitation Counselor should occur simultaneously. From this point on, periodic follow-ups will be made by the Rehabilitation Counselor to insure the client's continued success. The client may be eligible for further rehabilitation services at any time in the future, should they become necessary.

The Counselor will serve as a liaison person between the school district and the community. He will be called upon to foster good public relations and may accomplish this by speaking to service and civic organizations, parent and professional groups, thus opening the doors of businesses more readily to the student-client. He will need to have a working knowledge of Wage and Hour Laws, Workmen's Compensation Laws, Social Security Laws, pending legislation, and other information vital to employers.

Since the foundation of the Cooperative School Program is flexibility, each Rehabilitation Counselor will necessarily adjust to meet the needs of the individual school district, always functioning within the guidelines provided by the Commission for Rehabilitation.

DUTIES AND RESPONSIBILITIES.

- Accept all eligible and feasible special education students as referrals.
- Consult with school officials on training arrangements within the participating school districts for those services that will be without cost to the Texas Rehabilitation Commission.
- Provide Vocational Rehabilitation services, not offered within the Vocational Adjustment Coordinator's unit, for the individual trainees when extended services are needed.

- Receive and evaluate, from the public schools, all records pertaining to those individuals accepted for rehabilitation services.
- Initiate and conduct joint conferences with the Vocational Adjustment Coordinator and school staff in screening applicants and providing services.
- Approve all job training. He shall evaluate training facilities, make training arrangements and agreements, and advise with the trainer and Vocational Adjustment Coordinator when indicated.
- Approve all expenditures for client services.
- Approve all individual Vocational Rehabilitation plans for clients accepted for Vocational Rehabilitation services.
- Supervise the Vocational Adjustment Coordinator's rehabilitation work with student-clients.
- Maintain individual case records of rehabilitation clients.

DIRECT SERVICES.

- Counseling and guidance.
- Training fees, tools, and equipment if required.
- Psychological services when not available through the public schools.
- Psychiatric evaluations as needed.
- Medical evaluations as well as physical restoration services if not provided or available through other sources.
- Parent counseling and guidance in conjunction with the Vocational Adjustment Coordinator.

The Texas Rehabilitation Commission will make such additional expenditures as may be required in providing necessary administrative, consultative, supervisory, and counseling services, together with case service cost for clients of the Commission. Such expenditures will be made from regular (Section 2) Vocational Rehabilitation funds.

To facilitate the development and operation of the proposed program, the State Division of Special Education, the Commission for Rehabilitation, and the independent school district will execute a written agreement. Copies of the plan are made available to each participating school district.

THE

COOPERATIVE

REHABILITATION PROGRAM

(REVISED)

This facsimile of the Cooperative Rehabilitation Agreement (recently revised and issued by the Texas Education Agency-Division of Special Education and the Texas Commission for Rehabilitation) has been included in this Guidebook in order that as much information as possible might be available to those persons interested in the Program.

51/52

V

STATE PLAN
FOR
REHABILITATION OF HANDICAPPED STUDENTS

A Cooperative Program Between
The Texas Education Agency, Division of Special Education,
The Texas Rehabilitation Commission, And Independent School Districts

Texas Education Agency
Austin, Texas
1969

BACKGROUND

In 1962, the Divisions of Special Education and Vocational Rehabilitation, Texas Education Agency launched a new program; The Cooperative Rehabilitation Plan, This program enabled local school districts through a cooperative agreement with the Texas Education Agency, to provide an organized and systematic basis for vocational rehabilitation services to all eligible handicapped youth enrolled in special education classes in a public school. Vocational rehabilitation services to the blind and partially sighted are provided through the State Commission for the Blind.

The Division of Special Education has a number of programs in special education which would qualify pupils for services provided through the Vocational Rehabilitation Plan. Among these are programs for the educable mentally retarded, minimally brain-injured, physically handicapped, and the emotionally disturbed.

Approximately 135 school districts are presently participating in the cooperative program which provides rehabilitation services to 5,000 pupils.

On September 1, 1969, the Division of Vocational Rehabilitation, Texas Education Agency, became a separate State agency, designated as The Texas Rehabilitation Commission. This commission will continue to provide services to handicapped children of Texas.

RATIONALE

THE TEXAS PLAN. Inasmuch as our studies and reports indicated that the physically and mentally handicapped lost jobs more often by their failure to adjust to a work situation rather than their inability to perform the job per se; and inasmuch as our studies also indicated that failure in job training and employment was primarily due to lack of supervision in initial training and/or employment periods, there seemed to be a pressing need to supplement current available services to provide handicapped youth with the kind of vocational experiences and supervision which would help them past this pitfall.

Seemingly, there was a definite urgency for providing these young people with an appropriate environment, suitable activities, suitable job training stations, and suitable places of employment, carefully supervised and selected for the purpose of:

1. Evaluating, studying, and developing vocational potential.

2. Exploring individual adjustive and learning problems in relation to vocations through a sampling of suitable work experience.

3. Developing dependable work habits.

4. Observing personality traits in a "work-world" atmosphere in order to nuture socially acceptable behavior in job training and employment.

5. Extending the program so that the young adult can proceed to on-the-job training, part-time employment, or a full-time job within the framework of the school setting and vocational rehabilitation.

6. Providing at the secondary level, a kind of prevocational and adjustment training laboratory in which the special education staff can pool their efforts. **From this laboratory, the Rehabilitation Counselor can work for appropriate training and/or job placement as individuals are ready.**

THE TEXAS PLAN (Program). The Division of Special Education of the Texas Education Agency, and the Texas Rehabilitation Commission have established and are operating, in cooperation with independent school districts within the State, special vocational rehabilitation facilities (units) at the secondary school level. The primary purpose of which is to provide, on an organized and systematic basis, appropriate and needed vocational rehabilitation services to all eligible physically handicapped and mentally retarded boys and girls over 16 years old who because of their disability have an employment handicap, as authorized in the Texas Rehabilitation Commission Plan.

VOCATIONAL REHABILITATION

FOR THE EDUCABLE MENTALLY RETARDED. The program for the educable mentally retarded permits each pupil to make progress at his own rate of development without comparison to theoretical norms or to members of his group and has as its major goal community life adjustment. In lieu of the twelve traditional grades of the public schools, a student may complete seven sequential levels of development and be eligible for graduation at which time he should receive a diploma. The program is free of an expected annual promotion or retention of the pupil. The objectives are the attainment of physical competencies, personal and social competencies, and vocational proficiencies through a program of functional experiences.

A student who is of employable age and who may have potential to adjust to a work situation in the community is assigned to Level VI, On-Job-Training Level. On-job-training may be done on work stations in the school, in vocational training classes, or in the community under a prospective employer. A student may be enrolled in on-job-training for a part of a day or for a full day. The amount of time per day and the length of time spent in on-job-training is determined by the individual needs and abilities of the student.

Emphasis is on vocational evaluation, planning, and suitable job training, with special attention being given to personal and social adjustment on and off the job and to skills needed for daily living in the home, on the job, and during leisure hours Efforts are made to assist the student to adjust to the work world, to learn a particular job, to develop work skills, and to become a productive employee.

When a student has successfully completed on-job-training, is of employable age, and has acquired marketable work skills, he is ready to be assigned to Level VII.

At Level VII, Employment Level, emphasis is placed on getting and holding a job, on maintaining acceptable behavior patterns, and on becoming a more productive employee. He is given assistance in solving those problems which he may encounter in community placement.

He may be employed full time and never attend class at school, or he may be employed for part of the day and attend school part of the day. He will be supervised and receive assistance with encountered problems in both instances.

If he is unable to adjust to community employment even marginally, upon professional evaluation, he may be terminated from the school program.

When a student has proven himself capable of holding a job for at least one semester; has demonstrated acceptable behavior patterns; has completed the seven curriculum levels; he is ready for school graduation and receives a diploma. For additional information, see **Guidelines for Program Development,** Volume I, Bulletin 673, 1968.

FOR THE MINIMALLY BRAIN-INJURED. Curriculum planning for the minimally brain-injured student on the secondary level can be designed along three basic tracks leading to graduation. Based upon evaluation of academic and behavioral progress

and conferences with the student and his parents, the placement committee can effect placement of the pupil into a selected track where he can be expected to perform successfully. Placement should be on a trial basis with frequent conferences between the teachers who work with the student and the Counselor until it is evident that the student can function independently. Placement on any tract must be flexible. The progress of the student needs to be followed closely and changes or adjustments made when necessary.

Track Three is designed for the students who need to remain in a special education class throughout his school years. He may spend a minimum amount of time in a regular class where he can succeed because of some particular talent. When the student reaches age sixteen years and older, he may be referred to Vocational Rehabilitation for a work-training program. At this level the curriculum should include general education as well as vocational education.

For additional information, see **Guidelines for Program Development,** Volume III, Bulletin 673, 1968.

OPERATIONAL PLAN

I. The plan includes two separate programs, but so related as to provide continuous and uninterrupted service. They are:

A. **Special Education** - Primary control and responsibility of this part of the total program is vested in the Division of Special Education and the cooperating school district. Activities which are currently, traditionally, and legally the function of Special Education, not specifically assigned to the Texas Commission for Vocational Rehabilitation (as enumerated herein), will be the responsibility of Special Education.

B. **Vocational Rehabilitation** - The operational aspects of the program as they relate to that phase of the total program which are currently, traditionally, and legally the functions of the Texas Rehabilitation Commission will be the responsibility of the same agency. Authorized rehabilitation services will be provided under conditions stipulated in the State Plan for the Texas Rehabilitation Commission.

C. In setting up a program of this type and scope, it is recognized that certain services to the mentally retarded and physically disabled youth can legally be the responsibility of both Special Education and the Texas Rehabilitation Commission. The very nature of the problem and the common objectives made this so. It is believed the program will provide a continuous and uninterrupted service through "common areas" without duplication or encroachment of one division on the legal responsibility of the other. It should mean an enrichment of the separate programs of each division and save substantial sums of public money.

D. **Staffing**

1. Special Education having program responsibilities:
   a. State Director
   b. State Coordinator of Special Education, full-time
   c. Special consultant in the field of mental retardation
   d. Other consultants and supervisors employed by the Division of Special Education
   e. Vocational Adjustment Coordinator
   f. Supporting staff

In addition to their regular duties they will serve as Consultants and supervise those activities which are primarily special education in nature as distinguished from vocational rehabilitation services. The State Director of Special Education, among other things, will approve the establishment of the facility units. He will approve personnel paid from Special Education funds and who are assigned to Vocational Rehabilitation and who work under the supervision and direction of the Texas Rehabilitation Commission. He also approves funds allotted to the Texas Rehabilitation Commission from the Special Education Division.

Except as provided under **FINANCING**, expenditures for salaries and related costs will be paid by Special Education at no cost to the Texas Rehabilitation Commission.

2. Texas Rehabilitation Commission having program responsibilities:

   a. State Director

   b. State Coordinator, Vocational Rehabilitation and Special Education,

   c. District Supervisors, Vocational Rehabilitation

   d. Vocational Rehabilitation Counselor assigned to facility

   e. Vocational Adjustment Coordinator

   f. Other consultants and supervisors employed by the Texas Rehabilitation Commission

   g. Supporting Staff

In addition to their regular duties, they will serve as consultants and supervise those activities which are primarily vocational rehabilitation in nature as distinguished from special education. The Director, through the assigned Counselors or other Rehabilitation staff, will among other things, determine eligibility of all clients. He will authorize all vocational rehabilitation expenditures, determine nature and scope of rehabilitation services to be provided, approve all staff rendering vocational rehabilitation services, and accept and approve funds allotted to Texas Rehabilitation Commission activities and expenditures.

II. KEY STAFF PERSONS

The two key staff persons involved in the operation of the vocational rehabilitation aspects of the program are:

A. The **Rehabilitation Counselor** assigned to the Special Education program. His major duties and responsibilities are outlined herein. He is a regular Rehabilitation staff member and functions as such.

B. **The Vocational Adjustment Coordinator.** His major duties and responsibilities are outlined herein. He will function as a regular Rehabilitation staff member in rendering vocational rehabilitation services as distinguished in the Plan for Special Education services. He is subject to the qualifications and standards which apply to all certified professional personnel of the school system. He must hold a Texas Special Education Teacher's Certificate.

III. LOCATION OF FACILITY (Unit)

The facility known as a secondary unit is to be located on a senior high school campus in any given public school within the State of Texas. Due to the organizational pattern of some public schools, however, it may be necessary for the facility in some instances to be located on a junior high school campus.

IV. APPROVAL OF REHABILITATION FACILITY

A. Any independent school district may apply for a special rehabilitation unit through application to the Division of Special Education by June 1 for activation the succeeding school year, September 1.

B. Minimum requirements for approval of a rehabilitation unit through Special Education are:

1. Sufficient number of students 16 years of age or above to warrant the setting up of a rehabilitation program.
2. Designation of a Vocational Adjustment Coordinator.
3. Meeting other requirements as set forth by the Texas Education Agency such as certification of Coordinator, necessary teaching equipment, classroom facilities, furniture, appropriate employment training stations within the community.

C. Minimum requirements for approval by the Texas Rehabilitation Commission.

1. All persons accepted for services shall be clients of the Texas Rehabilitation Commission, meeting the eligibility requirements set forth in the State Plan and specifically:

   a. Those classified as mentally retarded and/or having substantial physical or mental impariments constituting a vocational and employment handicap.

   b. Must be of employable age.

   c. There must be a reasonable expectation that the student-client will be able to engage in remunerative employment.

d. Services to be provided are such as would come within the nature and scope of the Texas Rehabilitation Commission Plan.

V. DUTIES OF KEY PERSONNEL

A. **A Rehabilitation Counselor** will be assigned to specific schools to supervise rehabilitation program operations. His duties among other things shall be:

1. Accept all 16 year olds in Status 1 (referral)
2. Consult with school officials on training arrangements within the participating school districts for those services that will be without cost to the Texas Rehabilitation Commission.
3. Provide rehabilitation services, not offered within the unit, for the individual trainees when extended services are needed.
4. Receive and evaluate, from the public schools, all records pertaining to those individuals accepted for rehabilitation services.
5. Initiate and conduct joint conferences with the Vocational Adjustment Coordinator and school staff in screening applicants and providing services.
6. Approve all job training. He shall evaluate training facilities, make training arrangements and agreements, advise with the trainer and Vocational Adjustment Coordinator when indicated.
7. Approve all expenditures for client services.
8. Approve all individual rehabilitation plans for clients accepted for rehabilitation services.
9. Supervise the Vocational Adjustment Coordinator's work with rehabilitation clients.
10. Maintain individual case records of rehabilitation clients.

B. **A Vocational Adjustment Coordinator** will be assigned full-time to each participating unit. His duties are:

1. Administer vocational rehabilitation function under the direction of the Rehabilitation Counselor assigned to the local school district.
2. Maintain class records and reports required of all special education teachers.
3. Participate in joint conferences with the Rehabilitation Counselor and school staff in referral of applicants enrolled in regular school program for rehabilitation services.

4. Be responsible for securing job training stations and supervision of on-the-job training under the direction of the Rehabilitation Counselor, and act as liaison person between the local community and the Texas Rehabilitation Commission.

5. Formulate reports of successes and failures with the Rehabilitation Counselor using this information to adjust program of services and evaluate program operation.

6. Act as consultant to the Rehabilitation Counselor in all instances concerning clients.

C. **The Principal of the cooperating school**, from which the rehabilitation unit operates, will be charged with the following:

1. Administration of Special Education program.

2. Coordinate existing services within the school district with special rehabilitation program in order to facilitate and expedite the cooperative program and prevent conflicts between Special Education and the Texas Rehabilitation Commission.

3. Coordinate existing services within the school district such as:

   a. Recreational activities

   b. Attendance regulations

   c. Disciplinary regulations

4. Arrange for housing of program.

5. Regulate working hours in compliance with school policy.

6. Provide access to school records and school evaluations.

7. Provide for building maintenance, custodial help, utilities, etc.

8. Furnish general consultative assistance as needed.

VI. GENERAL AREAS FOR ON-THE-JOB TRAINING

Service Stations	Porters	Frontmen Helpers
Grocery Stores	Sackers	Carryout Boys
Cafeterias	Kitchen Helpers	Bus Boys and Girls
Hospitals	Ward Attendants	Kitchen Helpers
Furniture Stores	Warehouse Helpers	Delivery Helpers

Continued –

Warehouses	Delivery	General Helpers
Upholstery Shops	Strippers	Trimmers
Cafes	Kitchen Helpers	Bus Boys
Drug Stores	Fountain Helpers	Delivery Boys
Hardware Stores	Stockroom Helpers	Limited Customer Service
Carpenter Shops	Helpers	Clean-up Men

Any business that offers prospective employment

Flexibility will be essential in order to meet fully the needs of individual student-clients.

VII. DIRECT SERVICES AVAILABLE THROUGH THE TEXAS REHABILITATION COMMISSION

A. Counseling and Guidance.

B. Training fees, tools, and equipment if required.

C. Psychological services, when not available through the public schools, will be provided.

D. Psychiatric evaluations will be made available as needed.

E. Medical evaluations will be furnished, as well as physical restoration services, if not provided or available through other sources.

F. Parent counseling and guidance will be provided by the Rehabilitation Counselor and the Vocational Adjustment Coordinator.

VIII. COMMUNITY PLANNING PARTICIPATION

The Division of Special Education and the Texas Rehabilitation Commission have made use of local advisory groups in developing and executing individual plans for disabled clients, particularly those with severe involvements. Adequate community planning and participation are fundamental to the success of present and future management of the problem of mental retardation. In the absence of this cooperation, the community suffers and the retarded become unfortunate social and financial burdens. Proper community planning will enable society to absorb as useful citizens the greatest possible number of retarded individuals. It is anticipated that local advisory committees will be employed to the maximum in this joint undertaking. Coordination

of community resources will be the responsibility of the Vocational Adjustment Coordinator and Vocational Rehabilitation Counselor. They shall make use of available community resources such as:

Council of Social Agencies

Texas Employment Commission

Local Council for Retarded Children

Local Child Guidance Clinics

Local Society for Crippled Children

United Cerebral Palsy Workshop

Goodwill Industries

Local Business Men and Merchants

IX. RECORDS AND REPORTS

The Texas Education Agency and each independent school district will maintain appropriate accounts and records for reporting to the Texas Rehabilitation for audit purposes, and make such reports as may from time-to-time be reasonably required.

FINANCING

SCHOOL DISTRICTS. Certain expenditures will be the sole responsibility of the school districts, including the establishment of the facilities; i.e., provision for space, maintaining the building, utilities, salaries of principal and other participating personnel not under the supervision of the Texas Rehabilitation Commission, and training and other costs which are a part of the school curriculum. **Such expenditures will not be considered State funds for matching purposes.**

SPECIAL EDUCATION. The Texas Education Agency will allocate to the approved applicant school district, **in accordance with provision of the Foundation School Program Act, funds for the payment of the salary of the special education teacher (Vocational Adjustment Coordinator), plus $600 for unit operating costs (Case Servvices).** The total amount made available to each facility (unit) is estimated to be between five and six thoudand dollars per year. These State funds will not be actually transferred to the Texas Rehabilitation Commission but will be sent directly to the independent school district by the Division of Finance as required by law. The expenditures certified will be for the operation of that part of the program authorized under the Rehabilitation Plan as described herein. They will constitute actual expenditures certified by the independent school for purposes which the Texas Rehabili- Commission designates and under circumstances of which it is fully cognizant. **Such certified expenditures reported on June 1 of each year by the participating school district will be considered State funds derived from public sources for Federal matching purposes by the Texas Rehabilitation Commission.**

TEXAS REHABILITATION COMMISSION. The Texas Rehabilitation Commission will make such additional expenditures as may be required in providing necessary administrative, consultative, supervisory and counseling services, together with case service cost for clients of the Commission. Such expenditures will be made from regular (Section 2) Rehabilitation funds, including State and Federal share.

To facilitate the development and operation of the proposed program, the Division of Special Education and the Texas Rehabilitation Commission, and the independent school district will execute a written agreement. Copies of the plan are made available to each participating school district.

APPENDIX

STATE AND LOCAL AGENCIES TO BE INVESTIGATED

Any community will have organizations and agencies, other than businesses, with services available to students in the Cooperative School Program. Each locale will contain different organizations and the VAC should investigate as many of these as possible in order to determine what each has to offer the students, the program, or assistance to the VAC, himself. Many have professional staff members who could be used as resource persons and who would be glad to cooperate in the interest of the student. Many have free materials and valuable services to offer. A few are listed below.

- The State Bureau of Vital Statistics
- Texas State Drivers License Bureau
- Technical and Vocational Schools
- Selective Service – Local Draft Boards
- Neighborhood Youth Corps (In-School and Out-of-School Programs)
- Internal Revenue Service
- Job Opportunities for Youth
- Job Corps
- State, County, and/or Municipal Legal Services Department (Prosecutor's Office)
- Social Security Administration
- Department of Labor - Wage and Hour Division
- State Employment Commission
- Volunteer Organizations (Candy Stripers, Grey Ladies, Hospital Auxillaries, etc.)
- Volunteer Bureau
- Doctor's Bureau
- City or County health agencies
- Community Council
- Planned Parenthood Agency
- Law Enforcement Personnel

NATIONAL AGENCIES PROVIDING
FREE MATERIALS, ASSISTANCE, AND INFORMATION

Jim, a new VAC who is organizing a new work-study program, is running into opposition from employers who are uninformed about mental retardation. His approach to employers is being poorly received. He orders several copies of the pamphlets, "So You Are Going to Supervise A Mentally Retarded Employee", and "So You Are Going to Hire the Mentally Retarded", published by the Vocational Rehabilitation Administration of H.E.W. With these in hand, Jim will be able to leave two impressive and informative national publications with employers. The employers undoubtedly will be more impressed with the clarity and knowledge of the national publications than with Jim's approach. The publications will give him more status with the "hard to sell" employers. These publications will provide Jim with necessary information and with the opportunity to develop answers and his own approach to employers. Materials such as this may help Jim to become a better VAC in a shorter length of time. Pamphlets, brochures, and visual aids by themselves will not make a good VAC, but they may help a good VAC become a better one.

Bill is an experienced VAC. He has had the position for four years and has primarily worked with mentally retarded teen-agers. Now he has an epileptic in his class for the first time. He has found tentative placement for the student but is faced with the problem of what to tell the prospective employer. His own information on the subject is sparse. Bill decides to write to some of the national organizations concerned with epilepsy for specific information regarding employment aspects for the epileptic individual. After studying the information, he will have a solid foundation on which to sell his client to the prospective employer. In addition to this, he will be able to offer more meaningful guidance to the student and to his parents.

VAC's will occasionally encounter the problem of needing additional information in their professional activities. Many national organizations and their state and regional branches are excellent sources of such information. Many organizations have a catalogue listing explaining their publications, and, in most instances, it is free. The Federal Government has many agencies oriented toward the handicapped, and many of these publish their own materials which can be of tremendous help to the VAC in job placement. Excellent visual and audio materials are also produced and distributed by these organizations. Since an important duty of the VAC is to speak to local groups, these materials can provide meaningful and different programs. Many VAC's feel that they are incapable of holding a sophisticated audience for any length of time. In this case, a well selected, informative film followed by a question-and-answer period will provide a good program with a minimum of VAC participation and preparation. The film will sell the work-study program, and the question and answer period will explain what is being accomplished locally. With all these materials available, a VAC should never refuse the opportunity to publicize the Cooperative School Program because he feels incompetent. Organizations spend thousands of dollars to prepare this valuable infor-

mation. All it takes is a letter. This same material can be used for recruiting teenagers and college students into the fields of special education and vocational rehabilitation. It can be used on the school campus with student groups such as Future Teachers, Student Councils, and TARS to promote their understanding and assistance with the special program.

Many new VAC's find that they would like more information about planning and implementing a curriculum for their class. One of the best sources of information for curriculum materials is the national network of Special Education Instructional Materials Centers, strategically located all over the country. These centers are tied together by a common list of holdings, and each center has annotated bibliographies describing the materials available. A VAC can order, examine, and use the materials for a week or ten days.

The following is a list of many such organizations. A more complete explanatory list is given in **Exceptional Children**, Volume 35, Number 8, April, 1969, Pages 647-662. There are countless others and the VAC should make use of all such sources of information.

American Academy of Pediatrics
1801 Hinman Ave.,
Evanston, Illinois 60201

American Academy of Private Practice in Speech Pathology and Audiology,
P. O. Box 53217, State Capitol Station,
Oklahoma City, Oklahoma 73105

American Association for Health, Physical Education, and Recreation
1201 16th St., NW,
Washington, D. C. 20036

American Association for Psychiatric Clinics for Children
250 W. 57th St., Room 1032, Fish Bldg.,
New York, New York 10019

American Association of Workers for the Blind, Inc.
1511 K St., NW, Suite 637,
Washington, C. C. 20005

American Association on Mental Deficiency
5201 Connecticut Avenue, NW,
Washington, D. C. 20015

American Corrective Therapy Association, Inc.
811 St. Margaret's Road
Chillicothe, Ohio 45601

continued on next page –

American Foundation for the Blind
15 W. 16th Street,
New York, New York 10011

American Heart Association
44 E. 23rd St.,
New York, New York 10010

The American Legion, National Child Welfare Division
P. O. Box 1055,
Indianapolis, Indiana 46206

American Nurses' Association, Inc.
10 Columbus Circle
New York, New York 10019

American Occupational Therapy Association, Inc.
251 Park Avenue S
New York, New York 10010

American Optometric Association
7000 Chippewa St., St. Louis, Missouri 63119

American Orthopsychiatric Association, Inc.
1790 Broadway, New York, New York 10019

American Physical Therapy Association
1740 Broadway, New York, New York 10019

American Printing House for the Blind
1839 Frankfort Ave., Louisville, Kentucky 40206

American Psychiatric Association
1700 18th St., NW, Washington, D. C. 20009

American Psychological Association
1200 17th St., NW, Washington, D. C. 20036

American Public Health Association, Inc.
1740 Broadway, New York, New York 10019

American Rehabilitation Counseling Association of the American Personnel and Guidance Association
1607 New Hampshire Ave., NW, Washington, D. C. 20009

American Schizophrenia Foundation
Box 160 Ann Arbor, Michigan 48107

The American Speech and Hearing Association
9030 Old Georgetown Rd., Washington, D. C. 20014

Association for Children with Learning Disabilities
2200 Brownsville Rd., Pittsburgh, Pennsylvania 15210

Association for Education of the Visually Handicapped
711 14th St., NW, Washington, D. C. 20005

The Association of Rehabilitation Centers, Inc.
7979 Old Georgetown Road, Washington, D. C. 20014

Boy Scouts of America
U.S. Rts. 1 & 130, New Brunswick, New Jersey 08903

Child Study Association of America
9 E. 89th St., New York, New York 10028

Conference of Executives of American Schools for the Deaf
c/o Dr. Howard M. Quiqley, Executive Director,
5034 Wisconsin Ave., NW, Washington, D. C. 20016

The Council for Exceptional Children
1201 16th St., NW, Washington, D. C. 20036

Council of Organizations Serving the Deaf
4201 Connecticut Ave., NW, Suite 210, Washington, D. C. 20008

Council on Education of the Deaf
c/o Dr. George T. Prott, President, Clarke School for the Deaf,
Northampton, Massachusettes 01060

Girl Scouts of the United States of America
830 3rd Ave., New York, New York 10002

Goodwill Industries of America, Inc.
9200 Wisconsin Ave., Washington, D. C. 20014

Human Growth, Inc.
307 5th Ave., New York, New York 10016

Information Center--Recreation for the Handicapped
Outdoor Laboratory, Little Grassy, Southern Illinois University,
Carbondale, Illinois 62901

The International Association of Pupil Personnel Workers
5515 Sheridan Rd., Kenosha, Wisconsin 53140

International League of Societies for the Mentally Handicapped
12, rue Forestiere, Brussels-5, Belgium

International Society for Rehabilitation of the Disabled
219 E. 44th St., New York, New York 10017

Joseph P. Kennedy, Jr. Foundation
719 13th St., NW, Suite 510 Washington, D. C. 20005

Little People of America, Inc.
P. O. Box 126, Owatonna, Minnesota 55050

Muscular Dystrophy Association of America, Inc.
1790 Broadway, New York, New York 10019

The National Association for Gifted Children
8080 Springvalley Drive, Cincinnati, Ohio 45236

The National Association for Mental Health, Inc.
Suite 1300, 10 Columbus Circle, New York, New York 10019

National Association for Music Therapy, Inc.
Box 610, Lawrence, Kansas 66055

National Association for Retarded Children
420 Lexington Ave., New York, New York 10017

National Association of the Deaf
2025 Eye St., NW, Suite 321, Washington, D. C. 20006

National Association of Hearing and Speech Agencies
919 18th St., NW, Washington, D. C. 20006

National Association of Sheltered Workships and Homebound Programs
1522 K St., NW, Washington, D. C. 20005

National Association of Social Workers
2 Park Ave., New York, New York 10016

National Association of State Directors of Special Education
c/o Dr. Stella Edwards, President, Division of Special Education,
State Department of Education, Frankfort, Kentucky 40601

The National Association of Training Schools and Juvenile Agencies
c/o Windell W. Fewell, Executive Secretary-Treasurer,
5256 N. Central Ave., Indianapolis, Indiana 46220

National Catholic Educational Association, Special Education Department
4472 Lindell Blvd., St. Louis, Missouri 63108

National Committee for Multi-Handicapped Children
339 14th St., Niagara Falls, New York 14303

National Council for the Gifted
700 Prospect Ave., West Orange, New Jersey 07052

National Council on Crime and Delinquency
44 E. 23rd. St., New York, New York 10010

The National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Ave., Chicago, Illinois 60612

National Epilepsy League, Inc.
203 N. Wabash Ave., Room 2200, Chicago, Illinois 60601

The National Foundation --March of Dimes
800 2nd Ave., New York, New York 10017

National Health Council, Inc.
1740 Broadway, New York, New York 10019

National Recreation and Park Association
1700 Pennsylvania Ave., NW, Washington, D. C. 20006

National Rehabilitation Association
1522 K St., NW, Washington, D. C. 20005

National Society for Low Vision People, Inc.
2346 Clermont, Denver, Colorado 80207

National Therapeutic Recreation Society
1700 Pennsylvania Ave., NW, Washington, D. C. 20006

Pam American Health Organization
Pan American Sanitary Bureau, Regional Office of the World Health Organization
525 23rd. St., NW, Washington, D. C. 20037

Texas Association for Retarded Children
Littlefield Building
Austin, Texas

Texas Education Agency
Division of Special Education
Capitol Station
Austin, Texas 78711

Texas Education Agency
Commission for Vocational Rehabilitation
Capitol Station
Austin, Texas 78711

The President's Committee on Employment of the Handicapped
US Department of Labor, Washington, D. C. 20210

President's Committee on Mental Retardation
Washington, D. C. 20201

Southern Regional Education Board
130 6th St. NW, Atlanta, Georgia 30313

Special Education Instructional Materials Center
University of Texas
304 W. 15th Street, Austin, Texas 78701

United Cerebral Palsy Associations, Inc.
66 E. 34th St., New York, New York 10016

Texas Department of Health
410 E. 5th Street, Austin, Texas

Texas Department of Mental Health and Mental Retardation
Box S, Capitol Station, Austin, Texas 78711

US Office of Education, Bureau of Adult, Vocational and Library Programs,
7th and D St., SW, Room 5050
Washington, D. C. 20202

US Office of Education, Bureau of Education for the Handicapped
7th and D St., SW, Washington, D. C. 20202

US Public Health Service, Health Services and Mental Health Adminstration
National Institute of Mental Health
5454 Wisconsin Ave., Chevy Chase, Maryland 20015

US Public Health Service, National Institutes of Health
HEW South Bldg., Room 5312, Washington, D. C. 20201

Social and Rehabilitation Service
Assistance Payments Administration
330 Independence Avenue, SW, Washington, D. C. 20201

Social and Rehabilitation Service, Children's Bureau
330 C St., SW, Washington, D. C. 20201

Social and Rehabilitation Service, Office of Research,
Demonstrations and Training,
HEW North Bldg., Room 3315, Washinton, D. C. 20201

Social and Rehabilitation Service
Rehabilitation Services Adminstrations
230 Independence Ave., SW, Room 3139 D, Washington, D. C. 20201

Western Institute for the Deaf
215 E. 18th Ave., Vancouver 10, British Columbia, Canada

Western Interstate Commission for Higher Education,
Special Education and Rehabilitation Program,
30th St., University East Campus,
Boulder, Colorado 80302

SUGGESTED CURRICULUM MATERIALS

These suggested curriculum materials have been used successfully in the secondary level classrooms. It is not recommended that they be used singularly nor for "busy work," but that materials be selected from several and combined into one unit of study.

Most of the concepts included overlap several areas of prescribed study for the handicapped student: vocational proficiency, social proficiency, and everyday-living proficiency. Therefore, reinforcement of learning is assured. The areas of study in which they may be utilized are parenthetically enclosed following each listing.

Everyday Business. Gary D. Lawson, Elk Grove, California. (Vocational Proficiency and Family Living)

Help Yourself to a Job. Finney Publishing Company, 3350 Gordon Ave., Minneapolis, Minn. 55426 (Vocational Proficiency and Language Arts)

Foundations of Citizenship (Books 1 and 2) accompanied by two workbooks "Rights and Duties of Citizens." Frank E. Richards Publishing Company. Phoenix, New York. (Vocational Proficiency, Family Living)

Job Application Skilltext. Special Services Supply, Box 705, Huntington, New York. (Vocational Proficiency, Language Arts)

Teen-Agers Prepare for Work. Esther O. Carson. Allen Publishing Company, 4200 Arbutus Court, Hayward, Calif. 94542. (Vocational Proficiency, Language Arts)

Campus Work Experience. Allen Publishing Company, 4200 Arbutus Court, Hayward, Calif. 94542. (Vocational Proficiency and Language Arts)

Finding Your Job. Finney Publishing Company. 3350 Gordon Ave., Minneapolis, Minn. 55426. (Vocational Proficiency, Language Arts)

Job Application Skilltext. Special Services Supply. Box 705, Huntington, New York 11743. (Vocational Proficiency, Language Arts)

English That We Need and **More English That We Need.** Frank E. Richards Publishing Company. Phoenix, New York.

Spelling Dictation Skilltext, Part A and Part B. Special Services Supply, Box 705, Huntington, New York 11743. (Language Arts, Vocational Proficiency, Family Living, Health Science, Social Competency)

You, and workbook. Frank E. Richards, Phoenix, New York. (Social Competency and/or citizenship)

Know Your Government. Rand McNally and Company, Chicago-New York-San Francisco, 1966. (Citizenship)

In Your Family, In Your Community, In Your State and **In Your Country.** Pacemaker Books, Palo Alto, Calif. (Family Living, Citizenship)

Arithmetic Skilltext for Daily Living. Special Services Supply, Box 705, Huntington, New York. (Family Living, Math skills)

Dining Out Skilltext. Special Services Supply, Box 705, Huntington, New York. (Family Living, Vocational Proficiency)

Getting Ready for Payday - 3 workbooks, "Checking Accounts," "Savings Accounts," and "Planning Ahead." Frank E. Richards Publishing Company, Phoenix, New York. (Vocational Proficiency and Family Living)

The Human Body - a unit of study which includes charts, F. A. Owen Publishing Company, Danville, New York. (Health Science)

The First Book of Weather. Rose Wyler, Franklin Watts, 575 Lexington, New York, New York 10022. (Vocational Proficiency and Science)

Arithmetic That We Need, Useful Arithmetic, Vol. I, Useful Arithmetic, Vol. II. Frank E. Richards, Phoenix, New York. (Family Living, Vocational Proficiency, Math)

Getting Ready to Drive. Frank E. Richards, Phoenix, New York. (Vocational Proficiency, Family Living)

The Job Ahead. Science Research Associates, Inc., Chicago, Syracuse University Press. (seven workbooks)

Reader's Digest Skill Builders. Reader's Digest Services, Inc., Pleasantville, New York.

Simplified Nursing. Ella M. Thompson & Margaret LeBaron, J. B. Lippincott & Company, Philadelphia. (Family Living and Vocational Proficiency)

How To Hold Your Job. Fudell and Peck, Teacher's Edition and student workbook. John Day Company, New York. (Vocational Proficiency)

Simplified American History. Mafex Associates Inc., Box 519, Johnstown, Pennsylvania 15907. (Citizenship)

GRADUATION REQUIREMENTS

Upon completion of the seven levels of curriculum as designed for special education by the Texas Education Agency-Division of Special Education, a student is eligible for graduation and may receive a diploma. He may participate in all senior activities and may be entitled to wear a school ring. Permanent records with transcripts readily available should be maintained as on any other graduate.

In addition to completion of the seven levels as prescribed, when the student meets the criteria listed below, he may graduate from school and receive a regular high school diploma as stated in the **Principles and Standards For Accrediting Schools,** and approved by the State Board of Education on July 7, 1969.

- The student must have successfully completed at least one semester of full-time employment.

- Both the Vocational Adjustment Coordinator and the Rehabilitation Counselor must jointly agree that the student has the capacity to hold a full-time job and, if necessary, the skills to seek new employment.

- The student must be at least as old or older than the peer group with whom he will graduate.

PROFESSIONAL ORGANIZATIONS FOR THE VAC

There is no better way to develop professionalism than to belong to groups comprised of persons having the same common interests. They foster in-service training through the use of speakers, visuals, and written materials and furnish current information to keep the member well-informed. The VAC should strive constantly to enhance his own professionalism since he will be the representative of his school district, his Cooperative School Program, and the Texas Rehabilitation Commission. In addition to the various teacher organizations open to the VAC, there are organizations which are concerned with his specific area of work. All of the organizations publish periodic journals and/or newsletters which provide the member with one means of keeping up-to-date. The VAC will seldom fail to profit by belonging to any of these organizations. The organizations listed below are only a few:

National Rehabilitation Association (NRA)

For professional persons interested in the rehabilitation of the handicapped.

Texas Rehabilitation Association (TRA)

Affiliate of NRA.

Texas Association for Vocational Adjustment Coordinators (TAVAC)

An affiliate of TRA. An organization established to afford opportunity for VAC's to meet to foster the growth of the Cooperative School Program.

Council for Exceptional Children (CEC)

An organization for persons interested in the promotion of adequate education of exceptional children and youth.

There are many divisions within the CEC organization, such as Mental Retardation (MR), Children with Learning Difficulties (ACLD), etc.

Texas Association for Children with Learning Difficulties (TACLD)

An organization for persons in Texas who are interested in the education of children with learning difficulties.

National Association for Retarded Children (NARC)

An organization for any person interested in the education of retarded children both nationally and internationally.

Texas Association for Retarded Children (TARC)

An organization interested in promoting the welfare of retarded children in Texas.

Local NARC Groups

Local groups have been established in most areas of states. . . . . .

American Association for Mental Deficiency (AAMD)

An organization established for professional persons interested in research and better understanding of mental deficiency.

ADDITIONAL SAMPLE FORMS

OUTLINE VOCATIONAL STUDENT INFORMATION

VOCATIONAL ADJUSTMENT COORDINATOR

19____ 19____
SCHOOL YEAR

Name and Address	Phone	Age Sept. 1, 19 __	Social Security No.	Name of Training Station & Address	Supervisor or Employer	Hours	Tr. Fee or Exempt Form	Comments

STUDENT PROFILE
LEVEL IV - LEVEL VII

It is recommended that this student profile be maintained throughout the school years. It should under no circumstances begin later than at Level IV. Each year the teacher should graph out the student profile, sign it and date it. This total student profile should assist the vocational adjustment coordinator in improved placement of students on jobs.

AGE	CHRONOLOGICAL AGE	EDUCATIONAL AGE	EMOTIONAL AGE	PHYSICAL AGE	MENTAL AGE	SOCIAL AGE	PRODUCTIVE AGE	SELF AGE (SELF CONCEPT)
21								
20								
19								
18								
17								
16								
15								
14								
13								
12								
11								
10								
9								
8								
7								
6								
5								

A JOB READINESS EVALUATION CHECK LIST*

Job Readiness Evaluation Check List — Date Completed .....

Name ..... Social Security No. .....
(Last) (First) (Middle)

Birthdate ..... Sex ..... Race ..... Telephone Number .....

Address .....
(Number) (Street) (City) (State) (Zip Code)

Parent(s) or Guardians (specify) .....

Form filled out by (teacher's name) .....

District ..... School .....

Current Status: — Work Experience (if any) (including in school):

.....

.....

Please check in the spaces the statement best describing the individual *as compared with the typical educable retardate of his age.*

	Well Above Average	Above Average	Average	Below Average	Well Below Average
Cooperation					
Effort					
Cautious–Safety Conscious					
Accuracy and Consistency in Following Directions					
Dependability:					
Promptness					
Independence					
Awareness of time					
Emotional Control:					
Concentration					
Perseverance					
Steady rate and adaptability					
New task; two or more tasks at once					
Self Correction					
Accepting Constructive Criticism					
Relationship with Others:					
Sociability					
Teamwork					
Challenged by competition					
Physical Stamina					
Verbalization–Self Expression					
Personal Appearance–Grooming					
Memory					
Manual Dexterity					
Choosing–Decision-making					
Speech					

*Describe:

Vision: Seems normal without glasses .....; with glasses .....

Seems to have vision problem * without glasses .....; with glasses .....

*Specify nature:

* Jown W. Kidd, Assistant Superintendent, Mental Retardation, Special School District of St. Louis Country, Missouri, Jpan. • 1967

Continued

Job Readiness Evaluation Check List–Page 2

Motor Limitations:

			Normal	Mild Limitation	Severe Limitation
A. Upper Extremities	Hands	Right			
		Left			
	Arms	Right			
		Left			
B. Lower Extremities	Feet	Right			
		Left			
	Legs	Right			
		Left			
	Hips	Right			
		Left			

Other physical deviations:

Has he used public transportation alone? Yes ..... No .....; if No, do you think he is capable of doing so? Yes ..... No .....

Can he: read? Yes ..... No .....; write his name? Yes ..... No .....;

write simple messages? Yes ..... No .....; tell time? Yes ..... No .....;

make change? Yes ..... No .....; do simple counting? Yes ..... No .....;

arrange alphabetically? Yes ..... No .....;

arrange serially by number? Yes ..... No .....;tie knots and bows? Yes ..... No .....;

use a telephone? Yes ..... No .....; use a ruler? Yes ..... No .....;

use a yardstick? Yes ..... No .....; use weighing scales? Yes ..... No ..... ;

do simple sorting as by color or size? Yes ..... No .....;

do simple cleaning? Yes ..... No .....; read simple gauges and dials? Yes ..... No .....;

locate or identify things by number, color, etc.? Yes ..... No .....;

use simple hand carpentry tools? Yes ..... No .....;

use simple hand sewing equipment? Yes ..... No .....

Does he adhere to acceptable standards of public behavior? Yes ..... No .....

Can he fill out an application blank properly? Yes ..... No .....

Achievement Test Scores: Date.....

Word Knowledge ..... Reading .....

Spelling ..... Arithmetic Problem Solving .....

Is his vocational goal(s) realistic? Yes ..... No .....*

*If No, why? .....

.....

.....

Please note any specific way in which the home is supporting or hindering the program:

.....

.....